

Alachua County Public Schools

# Myra Terwilliger Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Myra Terwilliger Elementary School

3999 SW 122ND ST, Gainesville, FL 32608

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

### School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission is to establish a safe, positive, and respectful environment at Terwilliger Elementary and to ensure that all learners acquire the skills, knowledge, and a positive attitude to become independent thinkers in order to be successful both now and in future endeavors.

**Provide the school's vision statement.**

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

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Harbour, Heather	Principal	Oversees all operations and functions of the school. Provides instructional leadership, coordinates professional development, and monitors the implementation of all educational programs. Utilizes current research, performance data, and feedback from students, teachers, parents, and community members to make decisions that improve instruction and achievement. Recruits and retains highly qualified instructional and noninstructional staff. Develops and maintains the master schedule. Manages the school's financial resources. Facilitates and participates in school-related events. Creates a positive school culture by motivating staff and fostering positive relationships among all members of the school. Serves as a non-voting member of the School Advisory Council and a member of the PTA Executive Board.
Jones, Garrett	Assistant Principal	The assistant principal serves as the school administrator when the principal is off-site conducting other school-related functions and provides school management in a variety of areas. The assistant principal serves as a part of the leadership team, providing support and feedback to classroom teachers. The AP monitors instructional strategies, reviews ongoing student progress monitoring data, and provides expertise to classroom teachers on the development of appropriate behavioral strategies for individual students. Assists classroom teachers with the design and implementation of the Functional Behavior Assessment and development of the Behavior Improvement Plan. Monitors behavior and attendance data. Oversee ESOL program at the school level. Provide elements of onboarding to new hires in order to acquaint them with school expectations and procedures.
Rainer, Kelitha	Assistant Principal	The assistant principal serves as the school administrator when the principal is off-site conducting other school-related functions and provides school management in a variety of areas. The assistant principal serves as a part of the leadership team, providing support and feedback to classroom teachers. The AP monitors instructional strategies, reviews ongoing student progress monitoring data, and provides expertise to classroom teachers on the development of appropriate behavioral strategies for individual students. She oversees the ESOL program at the school level and supports onboarding efforts for new hires in order to acquaint them with school expectations and procedures. The assistant principal communicates with families through a variety of methods, ensures school facilities are well maintained, and coordinates all state assessments.
Wagner, Sara	Instructional Coach	Conducts data analysis process. Meet with teachers to discuss data trends and create action plans to address student needs. Provide assistance and data analysis expertise in administering reading and writing assessments. Facilitates benchmark-aligned collaborative planning with grade level teams.
Myers, Jeff	Dean	Provides behavioral support in all classrooms. Manages expectations and provides professional development and support in the area of classroom management, behavioral interventions, restorative justice, engagement, and

Name	Position Title	Job Duties and Responsibilities
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social emotional learning strategies for teachers. Manages anti-bullying programs and curriculum. Organize, analyze and decrease suspension data annually, particularly involving disproportionate discipline data. Facilitates all aspects of Positive Behavior Supports and lead the PBIS Committee.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our stakeholders are invited to participate in the planning process for Terwilliger Elementary with the focus

to support and create a positive learning environment. Stakeholders include: families, SAC, PTA, staff, administration, district support personnel, business partners and community agencies. Support can include

participation in SAC, PTA, financial support, reaching out to additional stakeholders to increase participation

or planning special events. Aligning stakeholders in the purpose aids in strategically addressing our school needs.

The SAC committee meets a minimum of four times each year to discuss matters of school improvement. During SAC meetings, the committee gives input regarding budgetary needs and votes on monetary expenses that are

requested by the principal. In addition, our school PTA was established in hopes to build a stronger relationship between the school and families. School leaders participate in PTA meetings to discuss and develop activities and events that foster a home/school connection. Our goal is to involve parents in our school culture to allow for feedback regarding concerns and/or aspirations for their child(ren)'s education. School leaders reinforce a positive school culture among teachers, students, and staff members through the use of various strategies.

Teachers are encouraged to provide input on the decision making processes regarding school activities.

Terwilliger is partnering with Southwest Advocacy Group (SWAG) on Saturday, August 5 to facilitate a Back to School bash to ensure students and families have what they need for a successful start to the year.

Terwilliger is also partnering with the Gainesville Chamber of Commerce to implement a "Stay in the Game" attendance initiative in an effort to improve student attendance. Our family liaison, Ms. Madeline McKinzie, will collaborate with school leadership to emphasize the importance of attendance, hold monthly attendance pep rally's, and providing support to habitually absent students to increase their attendance at school.

Terwilliger is also partnering with All Pro Dads for increased family engagement. All Pro Dads is a group of people passionately committed to bringing intentional focus to fathers around the world. Their message will inspire dads to embrace who they are, give tenderness of heart, and boldness of character as a dad and husband. All Pro Dads provides guidance and practical tips for raising kids in a life-giving



way.

Terwilliger is working with our District Volunteer office to implement a new volunteer platform in order to increase the number of school volunteers.

Terwilliger has created a business partnership initiative this school year. Businesses can choose between three partnership levels (Gold, Silver, and Bronze). With their paid partnership, businesses will receive a variety of incentives, such as their name and logo on the marquee, recognition in the school's newsletter and other publications, and the opportunity to hang their banner on the fence in front of the school.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school has established multiple data points that will be monitored weekly for effective implementation and impact on student learning, including DIBELS, Core Phonics, Benchmark Advance unit assessments, Reading Park, Reading Plus, math chapter tests, science simulation assessments, and more. The school leadership team will monitor instructional focus calendars and lesson planning documents to provide support and feedback to teachers as they are preparing to deliver instruction. Instructional coaches will be present in collaborative planning sessions to support the development of explicit and intentional instruction that is aligned to state benchmarks. The school leadership team will collect and analyze classroom walkthrough data from all grade levels to monitor the delivery of instruction and ensure alignment to state benchmarks. The Leadership team will meet weekly to review trends and adjust as needed.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	83%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)

	Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D
	2019-20: C
	2018-19: C
	2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	52	36	40	51	37	25	0	0	0	241	
One or more suspensions	1	1	2	5	6	11	0	0	0	26	
Course failure in English Language Arts (ELA)	12	33	32	29	6	17	0	0	0	129	
Course failure in Math	13	17	32	19	10	13	0	0	0	104	
Level 1 on statewide ELA assessment	0	0	47	46	33	30	0	0	0	156	
Level 1 on statewide Math assessment	48	26	49	35	40	36	0	0	0	234	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	47	46	33	30	0	0	0	156	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	32	37	39	31	32	0	0	0	189

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	12	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

### Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	39	45	53	48	36	0	0	0	224	
One or more suspensions	1	3	1	1	7	6	0	0	0	19	
Course failure in ELA	0	19	30	23	16	6	0	0	0	94	
Course failure in Math	0	11	20	23	15	11	0	0	0	80	
Level 1 on statewide ELA assessment	0	0	0	21	26	21	0	0	0	68	
Level 1 on statewide Math assessment	0	0	0	20	39	22	0	0	0	81	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	27	20	27	9	2	0	0	0	85	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	29	33	41	39	26	0	0	0	169

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	21	0	0	0	0	0	22
Students retained two or more times	0	0	1	2	2	0	0	0	0	5

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	39	45	53	48	36	0	0	0	224	
One or more suspensions	1	3	1	1	7	6	0	0	0	19	
Course failure in ELA	0	19	30	23	16	6	0	0	0	94	
Course failure in Math	0	11	20	23	15	11	0	0	0	80	
Level 1 on statewide ELA assessment	0	0	0	21	26	21	0	0	0	68	
Level 1 on statewide Math assessment	0	0	0	20	39	22	0	0	0	81	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	27	20	27	9	2	0	0	0	85	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	29	33	41	39	26	0	0	0	169

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	21	0	0	0	0	0	22
Students retained two or more times	0	0	1	2	2	0	0	0	0	5

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30			25	53	56	32		
ELA Learning Gains				40	56	61	22		
ELA Lowest 25th Percentile				52	43	52	27		
Math Achievement*	37			21	55	60	30		
Math Learning Gains				37	58	64	18		
Math Lowest 25th Percentile				35	46	55	31		
Science Achievement*	41			14	48	51	17		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	47			56			58		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	186
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	2	2
ELL	47			
AMI				
ASN				
BLK	23	Yes	2	2
HSP	45			
MUL	47			
PAC				
WHT	55			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	33	Yes	2	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	16	Yes	1	1
ELL	56			
AMI				
ASN				
BLK	29	Yes	1	1
HSP	38	Yes	1	
MUL	20	Yes	1	1
PAC				
WHT	42			
FRL	34	Yes	1	

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	30			37			41					47
SWD	16			24			20				4	
ELL											1	47
AMI												
ASN												
BLK	17			27			31				4	
HSP	41			49							4	38
MUL	47			47							2	

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	50			53			73				4	
FRL	26			35			37				5	42

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	25	40	52	21	37	35	14					56
SWD	3	22	30	9	20	20	8					
ELL												56
AMI												
ASN												
BLK	18	36	48	15	40	35	9					
HSP	33	53		22	33							50
MUL	33			7								
PAC												
WHT	38	50		42	38							
FRL	24	39	48	18	38	38	13					55

## 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	32	22	27	30	18	31	17					58
SWD	29	17		32	33		24					
ELL												58
AMI												
ASN												
BLK	29	27	18	26	17	25	10					
HSP	19	11		13	21		5					55
MUL	29			21								
PAC												
WHT	60			62	20		46					
FRL	27	18	27	28	21	29	11					

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	53%	-27%	54%	-28%
04	2023 - Spring	34%	54%	-20%	58%	-24%
03	2023 - Spring	27%	49%	-22%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	52%	-17%	59%	-24%
04	2023 - Spring	35%	58%	-23%	61%	-26%
05	2023 - Spring	30%	54%	-24%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	51%	-15%	51%	-15%

### III. Planning for Improvement

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA showed the lowest performance in the 22-23 school year at 29% proficient on FAST PM3. The year prior the school was at 25% proficient. The greatest contributing factor was that the year prior, 75% of students were not reading on grade level and did not master grade level standards as measured by the ELA FSA. Another challenge was personnel, as over 40 new faculty and staff were hired at Terwilliger during the 2022-23 school year and had a large percentage of new, inexperienced staff. Student attendance was another contributing factor, as attendance rates fell below 90%. This was impacted by the loss of a school counselor mid year as well as the family liaison.

Subgroup Data:



African American Subgroup is below 41%. Subgroup % of points: 29%  
ELA 3rd grade proficiency: 7%, overall achievement 18% (22-23 19% proficient)  
Math proficiency 17% (22-23 25% proficient)  
Science (22-23 25% proficient)

Hispanic Subgroup is below 41%, Subgroup % of points: 35%  
ELA 3rd grade proficiency: 9%, overall achievement 33% (22-23 38% proficient)  
Math proficiency 22% (22-23 44% proficient)  
Science (22-23 43% proficient)

Multiracial Subgroup is below 41%. Subgroup % of points: 20%  
ELA 3rd grade proficiency: not enough data, overall achievement 33% (22-23 38% proficient)  
Math proficiency 7% (22-23 44% proficient)  
Science (22-23 0% proficient)

Economically Disadvantage Subgroup is below 41%. Subgroup % of points: 31%  
ELA 3rd grade proficiency: 17%, overall achievement 24%  
Math proficiency 18%

Students with Disability (SWD) Subgroup is below 41%. Subgroup % of points: 16%  
ELA 3rd grade proficiency: not enough data, overall achievement 3%  
Math proficiency 9%

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Fourth grade ELA proficiency fell from 38% to 36% proficient.  
3rd grade proficiency fell from 52% In 2020-2021 to 18% in 2021-2022  
All other areas demonstrated growth from the year prior.  
Contributing factors include staff turnover and foundational reading deficits as well as a high rate of absences, specifically chronic absences. Family liaison and Counseling position was vacant for approximately half of the school year.

Subgroup Data:

African American Subgroup is below 41%. Subgroup % of points: 29%  
ELA 3rd grade proficiency: 7%, overall achievement 18% (22-23 19% proficient)

Hispanic Subgroup is below 41%, Subgroup % of points: 35%  
ELA 3rd grade proficiency: 9%, overall achievement 33% (22-23 38% proficient)

Multiracial Subgroup is below 41%. Subgroup % of points: 20%  
ELA 3rd grade proficiency: not enough data, overall achievement 33% (22-23 38% proficient)

Economically Disadvantage Subgroup is below 41%. Subgroup % of points: 31%  
ELA 3rd grade proficiency: 17%, overall achievement 24%

Students with Disability (SWD) Subgroup is below 41%. Subgroup % of points: 16%  
ELA 3rd grade proficiency: not enough data, overall achievement 3%

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

5th grade ELA had the greatest gap when compared to the state average. The greatest factor contributing to this gap was personnel in that grade level; three fifth grade teachers resigned during the

school year, resulting in new teachers hired and onboarded and the resulting in transitions for students. These students also entered 5th grade with deficits which exaggerated the impacts of the inexperienced and unstable teaching force in 5th grade.

**Which data component showed the most improvement? What new actions did your school take in this area?**

5th grade science proficiency grew from 14% to 36%. Due to personnel challenges, the four fifth grade classes were combined into two groups and taught by two fifth grade teachers with additional support staff added into each classroom; collaborative planning was conducted weekly and the 5E model was followed. Daily spiral review exit tickets were developed each week and science labs, vocabulary flip books, science journals, and other resources were used to emphasize key content. A science simulation assessment was administered to determine those benchmarks that were/were not mastered. Using the simulation data, a new pacing guide was developed using the Science Test Item Specifications. Second and third simulations were conducted after reteaching to measure mastery and expose students to continued practice. Despite staff changes, these actions countered the impacts of changing personnel in that grade level with three fifth grade teachers resigning during the school year, resulting in new teachers hired and onboarded and the resulting in transitions for students.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Attendance - students who missed greater than 10% of days:

K - 52

1 - 36

2 - 40

3 - 51

4 - 37

5 - 25

Level 1 proficiency in ELA and Math

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Our first priority is ensuring that the number of students demonstrating proficiency in ELA increases as measured by the PM3 F.A.S.T. assessment. In addition, since the majority of our students lack foundational reading skills, a second priority is to focus on teaching students reading foundational skills specific to their deficit areas. When reviewing the performance of our ESSA subgroups, students with disabilities and African American students have exhibited the greatest need for improvement.

**Subgroup Data:**

African American Subgroup is below 41%. Subgroup % of points: 29%

ELA 3rd grade proficiency: 7%, overall achievement 18% (22-23 19% proficient)

Math proficiency 17% (22-23 25% proficient)

Science (22-23 25% proficient)

Hispanic Subgroup is below 41%, Subgroup % of points: 35%

ELA 3rd grade proficiency: 9%, overall achievement 33% (22-23 38% proficient)

Math proficiency 22% (22-23 44% proficient)

Science (22-23 43% proficient)

Multiracial Subgroup is below 41%. Subgroup % of points: 20%

ELA 3rd grade proficiency: not enough data, overall achievement 33% (22-23 38% proficient)

Math proficiency 7% (22-23 44% proficient)

Science (22-23 0% proficient)

Economically Disadvantage Subgroup is below 41%. Subgroup % of points: 31%

ELA 3rd grade proficiency: 17%, overall achievement 24%

Math proficiency 18%

Students with Disability (SWD) Subgroup is below 41%. Subgroup % of points: 16%

ELA 3rd grade proficiency: not enough data, overall achievement 3%

Math proficiency 9%

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Intervention****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Foundational reading skill deficits will be addressed through an intervention block built into the master schedule called "WIN time." Foundational reading skills will be taught using UFLI, Reading Park and Reading Plus. Utilize student data such as DIBELS, Core Phonics survey and course failures to group and regroup students to address identified areas of need that leads to low reading proficiency. High-quality instruction in the early grades focuses on helping students understand the role that phonemic awareness plays in learning to read and write.

Rationale: School-wide FAST ELA data demonstrated that 29% of students in third through fifth grade are proficient in ELA.

**Subgroup Data:**

African American Subgroup is below 41%. Subgroup % of points: 29%

ELA 3rd grade proficiency: 7%, overall achievement 18% (22-23 19% proficient)

Math proficiency 17% (22-23 25% proficient)

Science (22-23 25% proficient)

Hispanic Subgroup is below 41%, Subgroup % of points: 35%

ELA 3rd grade proficiency: 9%, overall achievement 33% (22-23 38% proficient)

Math proficiency 22% (22-23 44% proficient)

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Multiracial Subgroup is below 41%. Subgroup % of points: 20%

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Science (22-23 0% proficient)

Economically Disadvantage Subgroup is below 41%. Subgroup % of points: 31%

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Math proficiency 18%

Students with Disability (SWD) Subgroup is below 41%. Subgroup % of points: 16%

ELA 3rd grade proficiency: not enough data, overall achievement 3%

Math proficiency 9%

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Mid-year Dibels results for on or above level data will increase to at least 65% on grade level.

Furthermore, the EOY Dibels results on or above level data will increase to at least 75%. Subgroup data will be monitored to ensure each subgroup is being positively impacted by the strategies at the same rate.

FAST results will improve as a result of reading on grade level to at least 42% in ELA in all grade levels.

More frequent progress monitoring will occur to monitor and adjust intervention groupings as needed using Dibels and Reading park/plus data. Reading Park/Plus usage will be monitored and at least 90% of students will utilize the program in their prescribed learning path each week. Growth in the reading park/plus platform will be monitored and celebrated through an incentive program and included in monthly data chats with 100% of students showing growth.

Classroom walkthrough data will reflect intervention is occurring during the specified WIN time 100% of

the time and that CORE, on grade level instruction is occurring during that specified instructional block 100% of the time.

### **Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The master schedule allows for specific time for students to receive foundational instruction/intervention, called WIN time. During WIN time, school leadership team will walk classrooms in all grade levels weekly to monitor intervention and alignment to student deficit areas.

During CORE instructional times, the school leadership team will monitor for lessons aligned to grade level benchmarks with scaffolding in place to support all learners.

School leadership and instructional coaches will monitor ongoing progress monitoring data from Dibels, core phonics survey, reading plus and reading park data, and FAST results to ensure growth targets are met and to monitor for fidelity in implementation and impact.

Furthermore, the school leadership team will conduct monthly data chats with classroom teachers to monitor student growth. WIN time groupings will remain fluid as well as instructional interventions as a result of student progress monitoring data and student data chats.

### **Person responsible for monitoring outcome:**

Heather Harbour (harbourh@gm.sbac.edu)

### **Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Built into the master schedule, each classroom will implement 30 minutes of WIN ("What I Need") time four times per week where Tier II and Tier III students meet in small groups with the teacher to work on specific foundational reading skill deficits that are differentiated and directly tied to their Dibels and Core Phonics Survey data. Student data and goal setting with student-led conferences will lead to improved student internalization of learning strategies.

Professional learning will support the identification of students and their needs as well as how to implement interventions based on student needs and program requirements. Intervention teachers and high dose tutors will support student learning based on the Dibels and core phonics survey and to meet their needs. We have partnered with district and community volunteers to also support UFLI foundations. School based leadership and coaches will support WIN time interventions, providing follow up to professional learning through feedback cycles.

### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Dibels composite data demonstrates that 51% of students are not reading on grade level and are exhibiting reading foundational skill deficits. 36% of those students are reading significantly below grade level. Students who have not mastered reading foundational skills need direct Tier II and Tier III instructional to close gaps.

Increase ELA proficiency for all students and underperforming subgroups. School-wide FAST ELA data demonstrated that 29% of students in third through fifth grade are proficient in ELA.

#### **Subgroup Data:**

African American Subgroup is below 41%. Subgroup % of points: 29%

ELA 3rd grade proficiency: 7%, overall achievement 18% (22-23 19% proficient)

Math proficiency 17% (22-23 25% proficient)

Science (22-23 25% proficient)

Hispanic Subgroup is below 41%, Subgroup % of points: 35%

ELA 3rd grade proficiency: 9%, overall achievement 33% (22-23 38% proficient)

Math proficiency 22% (22-23 44% proficient)

Science (22-23 43% proficient)

Multiracial Subgroup is below 41%. Subgroup % of points: 20%  
 ELA 3rd grade proficiency: not enough data, overall achievement 33% (22-23 38% proficient)  
 Math proficiency 7% (22-23 44% proficient)  
 Science (22-23 0% proficient)

Economically Disadvantage Subgroup is below 41%. Subgroup % of points: 31%  
 ELA 3rd grade proficiency: 17%, overall achievement 24%  
 Math proficiency 18%

Students with Disability (SWD) Subgroup is below 41%. Subgroup % of points: 16%  
 ELA 3rd grade proficiency: not enough data, overall achievement 3%  
 Math proficiency 9%

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

Yes

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train staff and administer initial screening diagnostics to all students: Dibels, Reading Park/Plus, Core Phonics Inventory, FAST

**Person Responsible:** Sara Wagner (wagner@gm.sbac.edu)

**By When:** August 25, 2023 Intervention/WIN time begins 8/28/23

Establish WIN time purpose, time, and expectations for students and staff. Prioritize WIN time in the master schedule and schedule push in supports based on student data.

**Person Responsible:** Heather Harbour (harbour@gm.sbac.edu)

**By When:** August 28, 2023

Establish walkthrough monitoring schedule and tracking tool for coaches and leadership team for WIN time feedback and method for monitoring and tracking student progress.

**Person Responsible:** Kelitha Rainer (rainer@gm.sbac.edu)

**By When:** Begin August 28, 2023

Create student goal setting process and protocol for student monitoring and student-led conferences. Create timeline for progress monitoring and plan for student success chats.

**Person Responsible:** Sara Wagner (wagner@gm.sbac.edu)

**By When:** August 28, 2023

Develop professional learning schedule and tier teachers for support to ensure WIN time intervention implementation and fidelity.

**Person Responsible:** Heather Harbour (harbour@gm.sbac.edu)

**By When:** August 28, 2023

In primary grades, the leadership team and coaches will utilize the walkthrough tool to monitor data and provide feedback. Create a monitoring schedule to ensure that high-quality instruction in the early grades

focuses on helping students understand the role that phonemic awareness plays in learning to read and write through UFLI and Benchmark Advance curriculum materials.

**Person Responsible:** Kelitha Rainer (rainerak@gm.sbac.edu)

**By When:** August 28, 2023

Establish the conditions for learning by developing student beliefs of a growth mindset during the first two weeks of instruction and beyond with a weekly affirmation and focused on the following:

1. "I belong in this learning community."

Learning occurs through interaction.

2. "My ability and competence grow with my effort."

Honoring student efforts helps foster a growth mindset. Model communication and use instructional strategies that emphasize the importance and value of hard work over innate intelligence.

3. "I can succeed at this."

When students feel confident, they are more willing to take on challenges and are more open to learning new skills and concepts.

4. "This work has value for me."

Setting a clear purpose for lesson activities helps students recognize the value of learning. Before students begin a task, consider whether they can answer the following: Why am I doing this? How will this task help me in the future?

**Person Responsible:** Garrett Jones (jonesgw@gm.sbac.edu)

**By When:** August 28, 2023

Class Size Reduction Teacher-Enables reduction of class size to increase more frequent small group intervention within the grade level classrooms. Students who need intensive support are afforded the opportunity to receive more individualized support and an increased opportunity for engagement. Teachers are able to provide more frequent feedback and coaching cycle with students.

**Person Responsible:** Heather Harbour (harbourh@gm.sbac.edu)

**By When:** August 28, 2023

**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing on grade level, standards-aligned teaching and learning with high expectations for all learners will result in improved proficiency in all content areas. Teachers will engage in weekly collaborative planning sessions with Leadership Team members. These sessions will focus on ELA, math, and science benchmark-aligned instruction utilizing core materials and state performance descriptors. Utilize a planning protocol that will include a review of the vertical alignment of the benchmarks, test item types, achievement level descriptors, end of unit assessments and curriculum materials to plan for instruction and student tasks. These weekly collaborative planning sessions will be part of a year-long professional learning community for each grade level team and will focus on pedagogy and instructional delivery methods that results in increased student proficiency. Reading and writing will be incorporated into all content areas. Assessments and student work samples will be utilized to determine student progress and adjust instruction as needed, as well as share best instructional practices. Students must be exposed to on grade level benchmark-aligned content and tasks in order to improve proficiency. By focusing on pedagogy and instructional delivery methods that result in increased student proficiency, student proficiency rates will improve.

**Subgroup Data:**

African American Subgroup is below 41%. Subgroup % of points: 29%

ELA 3rd grade proficiency: 7%, overall achievement 18% (22-23 19% proficient)

Math proficiency 17% (22-23 25% proficient)

Science (22-23 25% proficient)

Hispanic Subgroup is below 41%, Subgroup % of points: 35%

ELA 3rd grade proficiency: 9%, overall achievement 33% (22-23 38% proficient)

Math proficiency 22% (22-23 44% proficient)

Science (22-23 43% proficient)

Multiracial Subgroup is below 41%. Subgroup % of points: 20%

ELA 3rd grade proficiency: not enough data, overall achievement 33% (22-23 38% proficient)

Math proficiency 7% (22-23 44% proficient)

Science (22-23 0% proficient)

Economically Disadvantage Subgroup is below 41%. Subgroup % of points: 31%

ELA 3rd grade proficiency: 17%, overall achievement 24%

Math proficiency 18%

Students with Disability (SWD) Subgroup is below 41%. Subgroup % of points: 16%

ELA 3rd grade proficiency: not enough data, overall achievement 3%

Math proficiency 9%

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Instructional walkthrough schedule and monitoring tool will be used to monitor instructional implementation and will show on grade level, benchmark-aligned lessons and tasks at least 90% of the time.

Assessment data and student work samples will be monitored for learning and demonstrate at least achievement level 2 for at least 80% of all students on common assessments: will include common unit



and chapter assessments.

Student proficiency will increase by at least 15% in FAST from PM1 to PM2, to PM3.

### **Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Members of the leadership team will participate in weekly collaborative planning session with grade level teams to ensure benchmark aligned instruction. Grade level team meetings will continue post-school and will submit finalized plans for review. Classroom observations and walkthroughs will be conducted to monitor benchmark-aligned instruction using a walkthrough tool and will include coaching feedback. Student work samples, writing samples, and assessment results will be reviewed, along with oral reading fluency checks. Data chats will occur monthly with each teacher and leadership team member. Student data chats will occur regularly with individualized goal setting. Instructional shifts will occur based on student data.

Leadership and coaches will monitor the master schedule CORE instructional blocks of time to ensure grade level tasks.

### **Person responsible for monitoring outcome:**

Sara Wagner (wagner@gm.sbac.edu)

### **Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

By focusing on pedagogy and instructional delivery methods and incorporating writing in collaborative planning/PLC's and providing rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Weekly collaborative Planning/PLC's will involve vertical alignment, achievement level descriptors and student data focused on instructional deliver/pedagogy and student results. Planning will be coach and administratively supported.

Core instruction will include grade-level text and instructional materials and student tasks will be aligned to the benchmark and will include writing.

Transformational Principal will provide weekly support tied to instructional strategies and benchmarks helping with next steps and feedback.

### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

All students can meet and exceed high performance standards regardless of where they live, their family's income, their race, gender, disability, or other factors. All students should be provided with grade level instruction and learning tasks that are culturally responsive with high expectations, in a high quality learning environment, with equitable resources to ensure students reach their full potential.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

Yes

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish master schedule, refine and distribute collaborative planning times and agenda/planning tools, align leadership and coach schedules to support planning, create tiered teacher coaching support and refine as data indicates.

**Person Responsible:** Heather Harbour (harbourh@gm.sbac.edu)

**By When:** August 20, 2023

Establish leadership and coach walkthrough schedule, create and calibrate the instructional tracking tool, establish and communicate weekly look-fors based on planning and student data

**Person Responsible:** Heather Harbour (harbourh@gm.sbac.edu)

**By When:** August 28, 2023

Assessments: Create and share the assessment schedule, monitor common assessment results, analyze results and adjust instruction based on student needs.

**Person Responsible:** Kelitha Rainer (rainerak@gm.sbac.edu)

**By When:** August 28, 2023

Develop professional learning plans and timeline to support grade-level benchmark aligned content, tasks, and instructional delivery/ pedagogy. Provide professional learning for teachers to support assessment usage for instructional analysis and to make shifts as indicated by the data to meet student needs.

**Person Responsible:** Heather Harbour (harbourh@gm.sbac.edu)

**By When:** August 28, 2023

Implement J&J Speed Bag Science materials for daily spiral review aligned to grade level benchmarks. The practice booklet also provides graphic organizers, writing, and vocabulary activities. These components of the Speed Bag help students retain the content and review them afterward.

**Person Responsible:** Kelitha Rainer (rainerak@gm.sbac.edu)

**By When:** August 28, 2023

Heather Harbour, Kelitha Rainer, Garrett Jones, and two teachers, will attend the BSI conference in 2024. BSI supports schools like Terwilliger in supporting improved outcomes for all students. By attending BSI, admin leaders and teachers will attend a series of strategic problem solving, capacity building, and implementation of systems proven to be effective in the areas of transformational leadership, standards-based planning, instruction and learning.

Admin will attend workshop sessions that align with positive culture and environment with a focus on continuous recruitment and retention.

Our work will include coaching for standard aligned learning and evidence -based interventions while focusing on improving student outcomes and closing the achievement gap. We will engage in data-based informed decisions, leading to purposeful planning, problem solving and research-based instructional best practices.

**Person Responsible:** Heather Harbour (harbourh@gm.sbac.edu)

**By When:** June 2024

**#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Establish a system to onboard and mentor our newest members of the staff. We will provide new teachers, and those identified to benefit, with peer mentoring, coaching, modeling, walkthroughs, classroom learning walks, collaboration, clearly defined expectations, and in-time professional learning to improve delivery of instruction with increased student engagement in grade-level, benchmark-aligned tasks. These actions, along with staff input, goal setting and targeted celebrations, engagement, and appreciation activities/events, will foster positive peer relationships.

Rationale: These actions will contribute to a positive, supportive school culture and will result in increased staff retention. Providing teachers with tools and support systems will improve their confidence and teaching practices and will positively impact student achievement.

Data:

22-23:

Basic Units Allocated: 19 primary, 7 intermediate

1 Magnet, 3 CSR, Specials Areas (5), Counselor (1), BRT, IIC, Intervention (2), Gifted (.5)

23-24:

Basic Units Allocated: 22 primary, 8 intermediate

1 Magnet, 2 CSR, Specials Areas (6), Counselor (2), BRT, IIC, Intervention (3.4), Gifted (.4)

As of school opening, current vacancies: 2 (CSR, Intermediate basic) + 1 LTS

New to Terwilliger: 21/51 (41.1%)

New to teaching: 9/51 (17.6%)

Long term Subs: 1

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

A monthly comparison of staff absences from last school year to the monthly data this year will demonstrate a decrease by at least 4% each month.

Decrease in vacancies in a month to month comparison will show a decline by at least 4% each month.

Retention will increase in monthly comparisons by at least 10%.

At the conclusion of the year, at least 20% more staff will be retained for the following school year.

Student proficiency will increase by at least 15% in FAST from PM1 to PM2, to PM3.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Improved delivery of content with increased student engagement in grade-level tasks will result in improved student achievement as monitored through classroom walkthroughs, aligned student work samples, progress monitoring and assessment data and FAST results. Administrative meetings will include discussion, calibration and analysis of classroom observations, student results, teacher conferences, coaching and support assignments.

Evidence: Lesson plans, student data and data chats, emails/newsletters, teacher walkthrough data, and teacher feedback reflects improvement in delivery.

**Person responsible for monitoring outcome:**

Heather Harbour (harbourh@gm.sbac.edu)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Establish a system to onboard and mentor our newest members of the staff. We will provide new teachers, and those identified to benefit, with peer mentoring, coaching, modeling, walkthroughs, classroom learning walks, collaboration, clearly defined expectations, and in-time professional learning to improve delivery of instruction with increased student engagement in grade-level, benchmark-aligned tasks. These actions, along with staff input, goal setting and targeted celebrations, engagement, and appreciation activities/events, will foster positive peer relationships.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students from poor and minority backgrounds are systematically shortchanged in their access to qualified, experienced, and excellent teachers.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish system (schedule, focus, roles, responsibilities, expectations, timeline, areas of support aligned to ACIIS and SIP) to lead mentors and guide the work with new teachers.

**Person Responsible:** Sara Wagner (wagneresc@gm.sbac.edu)

**By When:** September 1, 2023

Establish a hospitality committee to facilitate teacher celebrations and improve cohesiveness among staff and peers. Develop a timeline of events and celebrations tied to school initiatives and SIP.

**Person Responsible:** Garrett Jones (jonesgw@gm.sbac.edu)

**By When:** September 1, 2023

Increase community partnerships:

Partner with and increase parent participation to run the Parent Teacher Association and align support of teachers and staff.

Gain business partners to provide teacher appreciation support.

**Person Responsible:** Heather Harbour (harbourh@gm.sbac.edu)

**By When:** September 1, 2023

Increase communication for staff and student celebrations to stakeholders (weekly with staff, monthly with families) --

Staff member celebrations: shoutouts, staff of the month

Teachers will facilitate positive phone calls home within the first two weeks of school to establish positive family partnerships.

**Person Responsible:** Heather Harbour (harbourh@gm.sbac.edu)

**By When:** September 1, 2023

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance that falls below 90% puts students at risk for reading deficits and can reduce high school graduation rates. Economically disadvantaged students are more likely to be chronically absent.

Students who

face challenges with chronic absenteeism are less likely to master grade level expectations, falling further behind with recurring days missed from school.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

90% of students will exhibit school attendance at a rate of 90% or higher throughout the 2023-24 school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Daily, weekly and quarterly attendance data will be reviewed with our Family Liaison; this data will include all absences: excused, unexcused, and suspensions. Students with habitual chronic absenteeism will be provided with Tier II and Tier III interventions to improve attendance rates.

**Person responsible for monitoring outcome:**

Kelitha Rainer (rainerak@gm.sbac.edu)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will implement attendance interventions for chronically absent students, including student incentives good and improved attendance rates, daily attendance tickets, attendance EPT meetings, and attendance data chats with students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Improving attendance can directly impact student learning outcomes. Students who are not present in school are unable to engage in the learning that is missed. By developing a school-wide culture of attendance, we can improve student attendance and in turn, student achievement.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional practices for K-2 will include: daily use of B.E.S.T. aligned core curriculum (Benchmark Advance), daily UFLI instruction to develop reading foundational skills, daily intervention time called WIN Time, based on students' individual DIBELS and Core Phonics Survey data using UFLI intervention pacing and Reading Park. In addition, after school tutoring will be provided for our most fragile readers.

#### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Instructional practices for 3-5 will include: daily use of B.E.S.T. aligned core curriculum (Benchmark Advance) with daily intervention time called WIN Time built into the master schedule. WIN Time will provide students with differentiated remediation of reading foundational skills, vocabulary development, and comprehension to enhance students' reading deficit areas based on their DIBELS, Core Phonics Survey data when appropriate, and Reading Plus assessment data. WIN Time will incorporate UFLI, Reading Park, and Reading Plus in a schedule and format prescriptive to each individual student. In addition, after school tutoring will be provided for our most fragile readers.



## Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

F.A.S.T Renaissance assessments will demonstrate that 42% or more of students will score at or above proficiency on the PM3 assessment. Mid-year DIBELS data will indicate that 65% of students are mastering reading foundational skills aligned with grade level expectations mid-year, and 75% at end of year.

### Grades 3-5 Measurable Outcomes

Mid-year Dibels results for on or above level data will increase to at least 65% on grade level. Furthermore, the EOY Dibels results on or above level data will increase to at least 75%. Subgroup data will be monitored to ensure each subgroup is being positively impacted by the strategies at the same rate. FAST results will improve as a result of reading on grade level to at least 42% in ELA in all grade levels.

More frequent progress monitoring will occur to monitor and adjust intervention groupings as needed using Dibels and Reading park/plus data. Reading Park/Plus usage will be monitored and at least 90% of students will utilize the program in their prescribed learning path each week. Growth in the reading park/plus platform will be monitored and celebrated through an incentive program and included in monthly data chats with 100% of students showing growth.

Classroom walkthrough data will reflect intervention is occurring during the specified WIN time 100% of the time and that CORE, on grade level instruction is occurring during that specified instructional block 100% of the time.

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The master schedule allows for specific time for students to receive foundational instruction/intervention, called WIN time. During WIN time, school leadership team will walk classrooms in all grade levels weekly to monitor intervention and alignment to student deficit areas.

During CORE instructional times, the school leadership team will monitor for lessons aligned to grade level benchmarks with scaffolding in place to support all learners.

School leadership and instructional coaches will monitor ongoing progress monitoring data from Dibels, core phonics survey, reading plus and reading park data, and FAST results to ensure growth targets are met and to monitor for fidelity in implementation and impact.

Furthermore, the school leadership team will conduct monthly data chats with classroom teachers to monitor student growth. WIN time groupings will remain fluid as well as instructional interventions as a result of student progress monitoring data and student data chats.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Harbour, Heather, harbourh@gm.sbac.edu

**Evidence-based Practices/Programs****Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Built into the master schedule, each classroom will implement 30 minutes of WIN ("What I Need") time four times per week where Tier II and Tier III students meet in small groups with the teacher to work on specific foundational reading skill deficits that are differentiated and directly tied to their Dibels and Core Phonics Survey data. Student data and goal setting with student-led conferences will lead to improved student internalization of learning strategies.

Professional learning will support the identification of students and their needs as well as how to implement interventions based on student needs and program requirements. Intervention teachers and high dose tutors will support student learning based on the Dibels and core phonics survey and to meet their needs. We have partnered with district and community volunteers to also support UFLI foundations. School based leadership and coaches will support WIN time interventions, providing follow up to professional learning through feedback cycles.

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Dibels composite data demonstrates that 51% of students are not reading on grade level and are exhibiting reading foundational skill deficits. 36% of those students are reading significantly below grade level. Students who have not mastered reading foundational skills need direct Tier II and Tier III instructional to close gaps.

Increase ELA proficiency for all students and underperforming subgroups. School-wide FAST ELA data demonstrated that 29% of students in third through fifth grade are proficient in ELA.



**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Train staff and administer initial screening diagnostics to all students: Dibels, Reading Park/ Plus, Core Phonics Inventory, FAST	Wagner, Sara, wagneresc@gm.sbac.edu
Establish WIN time purpose, time, and expectations for students and staff. Prioritize WIN time in the master schedule and schedule push in supports based on student data.	Harbour, Heather, harbourh@gm.sbac.edu
Establish walkthrough monitoring schedule and tracking tool for coaches and leadership team for WIN time feedback and method for monitoring and tracking student progress.	Wagner, Sara, wagneresc@gm.sbac.edu
Create student goal setting process and protocol for student monitoring and student-led conferences. Create timeline for progress monitoring and plan for student success chats.	Wagner, Sara, wagneresc@gm.sbac.edu
Develop professional learning schedule and tier teachers for support to ensure WIN time intervention implementation and fidelity.	Rainer, Kelitha, rainerak@gm.sbac.edu

**Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The Title I lead teacher communicates with stakeholder during SAC, PTA, and faculty meetings to discuss budgets, SIP, parent envelopment events, and title I documentations such as parent and family engagement plan and home to school compact. We also send home flyers, and sky alerts to parents.

All information is also updated on the school webpage <https://www.sbac.edu/terwilliger>

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We hold parent events throughout the school year to build positive relationships and keep parents up to date and informed on their child progress. These events are offered at a variety of times so we can reach as many families as possible. At these events we offer food, teach parents ways they can help their child in different subject areas, discuss FAST testing and data.

The Parent and Family Engagement plan is sent home during open house and is also posted on the school website <https://www.sbac.edu/terwilliger>

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Terwilliger's data shows that the majority of students are reading below grade level, demonstrating the need for an intense focus on ELA, both aligned to grade level benchmarks and through remediation and intervention to close learning gaps in foundational reading skills. A strong emphasis has been placed around targeting students' ELA needs throughout the school day, using classroom teachers, intervention teachers, and school-based coaches. Students will receive daily UFLI instruction in grades K-3 to ensure foundational reading skills are mastered; in fourth and fifth grades, DIBELS, Core Phonics, and Reading Plus data will determine which students need intervention in foundational skills and which students' fluency and comprehension should be accelerated to ensure all students are making academic growth. A scheduled "WIN Time" block has been built into every grade level to allow for the time needed to meet students' ELA needs in their daily academic program.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Terwilliger holds two parent meetings annually for student and families that are English Language Learners. Facility space is provided so that the VPK program can hold parent workshops on campus. Coordination between the VPK teachers and the Kindergarten teachers occurs annually to ensure that students experience a smooth transition from VPK to Kindergarten. System of Care meets with parents of student voluntarily enrolled in the program on an as needed basis to assist with mental health efforts.

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Terwilliger has wrap around services that consists of a school-based guidance counselor, Village Counseling Center, and a school based social worker.

The guidance counselor provides supports to teachers and students with individualized and groups counseling sessions. Per our school district's expectations, our guidance counselor is knowledgeable

about child development and mental health needs. When a student is in crisis, the guidance counselor assesses students using the district approved suicide risks assessment. If needed, contact is made with the appropriate persons to provide additional support. The guidance counselor also provides information to families regarding community counseling and resources.

System of Care is an Alachua County Public Schools District Program that consist of master level social workers and mental health counselors assigned to high-need schools such as Terwilliger. SOC specialists, involve teachers and all stakeholders who participate in the MTSS process as well. Once students and families are identified by an intake process for needing service, the counselor provides intensive mental health counseling for students. Research-based programs such as Zones of Regulation are uses to improve students' behavioral, social, and life skills. They also provide services to help our families with complex needs to ensure that services result in positive family outcomes.

Our school social worker also provides individual and group counseling to students. She also works with families and community agencies to provide assistance and resources that are essential for promoting student success. The school social worker plays a vital role as a link between the home, school, and community.

The three services mentioned above also conduct home visits to do wellness checks when there are concerns for a student's welfare. The information they gather within the perimeters of confidentiality are shared with the administration to ensure that strategies are in place to support the student's wellbeing here at school.

School mentoring services are providing through the University of Florida's athletic department. Several University of Florida football players, gymnasts, and soccer players visit the school weekly. They participate in various activities with our students.

Additionally, through our district volunteer program, students have book buddies facilitated through our EDEP after school program.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Terwilliger Elementary is a PBIS school and is implementing a schoolwide tiered behavior plan. Schoolwide, the classroom teacher will focus on teaching their routines and procedures while offering specific praise when students follow directions. The BRT and Administration worked together to develop a common classroom expectation slideshow to consistently manage classroom procedures and behaviors. In an effort to consistently manage classroom behaviors, we developed a classroom behavior flow chart to distinguish teacher managed versus office managed behaviors with suggested strategies for support. In the event that a student has a hard time regulating their emotions, they will be asked to visit the Restart Room. Here, we will utilize restorative practices to teach appropriate behaviors so students can return to class later in the day to talk with their teacher to help repair the relationship.

In order to build positive relationships with students, teachers will have a scheduled Morning Meeting time at the beginning of every day. Furthermore, teachers will have a Calm Corner area in their

classroom for times when students need a safe place to calm themselves before getting back to their task. Terwilliger will also have a schoolwide PBIS reinforcement system. Students will be able to earn Twister Tickets for going above and beyond in their classroom or around campus. Faculty and staff will be given tickets and are encouraged to "catch" students doing well. Students will be able to cash in their tickets for various items in the school store. There will also be various PBIS special events that the students can use their tickets to attend.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Teachers receive ongoing professional development weekly through collaborative planning, monthly through professional development at faculty meetings, and weekly through support from literacy coach, district math coach, mentor coaches for new teachers, and district professional development specialists. Teachers engage in learning walks to improve instructional practices, quarterly data chats to connect student learning back to classroom instruction, and through district-developed professional development sessions.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Regular communication between educators, administrators, and parents allow for the sharing of insights, expectations, and practices to ensure a consistent approach. Regular planning between all early childhood teachers to ensure that lessons are standard based and are preparing the students to enter kindergarten.

Children participate in special classes (art, music, PE) alongside paraprofessionals who provide personalized guidance, promoting a sense of security and inclusiveness. During lunchtime, children are accompanied by teachers and paraprofessionals to navigate the cafeteria. This support helps them adjust to the larger group setting and learn proper cafeteria behavior. As children become ready, they proceed to their classrooms independently, fostering a sense of autonomy and self-reliance. Children are gradually transitioned from sitting in individual seats to sitting on the carpet. This prepares them for the expectations of structured group learning, a common practice in kindergarten. Children are introduced to various school materials, such as pencils, markers, crayons, and scissors, with the guidance of teachers and paraprofessionals. This exposure aids in developing fine motor skills and comfort with basic tools.

We assess each early childhood child's developmental progress and identify areas of strength and areas that may need additional support. This information guides the creation of individualized transition plans that cater to the child's academic needs. We design activities and lessons that align with the elementary curriculum while maintaining a play-based approach. Early exposure to foundational literacy and numeracy concepts helps children transition smoothly into the academic expectations of elementary school. We closely monitor the academic progress of transitioning preschool children during their initial months in elementary school. This allows us to identify any challenges early on and provide targeted interventions.

Activities that promote social interaction, cooperation, and teamwork help children build relationships with their peers and foster a sense of belonging. Trained counselors and educators are available to provide emotional support to children who may experience anxiety or stress during the transition. We encourage open communication and provide resources for parents to facilitate discussions about the changes. Our school culture emphasizes kindness, respect, and inclusivity. We participate in Unity Day, Inclusion Day, and the Special Olympics. In addition, early childhood children are allowed to participate in school wide events such as PBIS events, Title I parent/child engagement nights, Book Fair, and PTA sponsored events.

Orientation sessions for incoming early childhood children and their families provide an opportunity to explore the early childhood and elementary school environments, meet teachers and staff, and become familiar with routines and procedures. Parents are involved through a Transition to Kindergarten parent meeting/training. This session provides insights into what to expect during the transition and equips parents with tools to support their child's adjustment. This meeting provides insights into the elementary school curriculum, policies, and expectations. Parents are invited to Kindergarten Round-Up where they have the opportunity to explore the school, meet teachers, and gain a deeper understanding of the kindergarten program. Parent-Teacher Conferences review each child's progress and address any concerns. This collaboration ensures a holistic approach to supporting the child's development.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Intervention				\$552,442.80
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0311 - Myra Terwilliger Elem. School	UniSIG		\$15,820.20
			<i>Notes: Technology Related Rentals - 340 Reading Plus web-based program student licenses used for WIN Intervention Time for grades 3-5</i>			
	5100	369	0311 - Myra Terwilliger Elem. School	UniSIG		\$3,500.00
			<i>Notes: Technology Related Rentals - Reading Park web-based program site license used for WIN Intervention Time for grades K-2</i>			
	6400	730	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,900.00
			<i>Notes: Training Consultant to provide virtual training sessions with school staff on the Reading Plus web-based Program.</i>			
	5100	310	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,150.00
			<i>Notes: Training Consultant to provide 1 on-site training session with school staff on the Reading Park web-based Program.</i>			
	5100	120	0311 - Myra Terwilliger Elem. School	UniSIG	0.4	\$20,615.88
			<i>Notes: Salary for 1, 40% Intervention Teacher to provide small group instruction</i>			
	5100	210	0311 - Myra Terwilliger Elem. School	UniSIG		\$2,797.57
			<i>Notes: Retirement benefits @ 13.57% for 40% Intervention Teachers</i>			
	5100	220	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,577.11
			<i>Notes: SSI benefits @ 7.65% for 40% Intervention Teacher</i>			
	5100	230	0311 - Myra Terwilliger Elem. School	UniSIG		\$8,473.00

			<i>Notes: Insurance benefits for 40% Intervention Teacher</i>			
	5100	290	0311 - Myra Terwilliger Elem. School	UniSIG		\$105.14
			<i>Notes: Early Retirement benefits @ 0.51% for 40% Intervention Teacher</i>			
	5100	120	0311 - Myra Terwilliger Elem. School	UniSIG	1.0	\$49,289.70
			<i>Notes: Salary for 1, Supplemental Teaching unit to further reduce class size beyond the Class Size Amendment in order to provide core and intervention instruction in small groupings.</i>			
	5100	210	0311 - Myra Terwilliger Elem. School	UniSIG		\$6,688.61
			<i>Notes: Retirement benefits @ 13.57% for 1, Supplemental Teaching unit to further reduce class size beyond the Class Size Amendment in order to provide core and intervention instruction in small groupings.</i>			
	5100	220	0311 - Myra Terwilliger Elem. School	UniSIG		\$3,770.66
			<i>Notes: SSI benefits @ 7.65% for 1, Supplemental Teaching unit to further reduce class size beyond the Class Size Amendment in order to provide core and intervention instruction in small groupings.</i>			
	5100	230	0311 - Myra Terwilliger Elem. School	UniSIG		\$8,473.00
			<i>Notes: Insurance benefits for 1, Supplemental Teaching unit to further reduce class size beyond the Class Size Amendment in order to provide core and intervention instruction in small groupings.</i>			
	5100	290	0311 - Myra Terwilliger Elem. School	UniSIG		\$251.38
			<i>Notes: Early Retirement benefits @ 0.51% for 1, Supplemental Teaching unit to further reduce class size beyond the Class Size Amendment in order to provide core and intervention instruction in small groupings.</i>			
	5100	150	0311 - Myra Terwilliger Elem. School	UniSIG	0.75	\$18,391.68
			<i>Notes: Salary for 1, 6-hour Instructional Paraprofessional to provide small group intervention instruction</i>			
	5100	210	0311 - Myra Terwilliger Elem. School	UniSIG		\$2,495.75
			<i>Notes: Retirement benefits @ 13.57% for 1, 6-hour Instructional Paraprofessional for intervention instruction</i>			
	5100	220	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,406.96
			<i>Notes: SSI benefits @ 7.65% for 1, 6-hour Instructional Paraprofessional for intervention instruction</i>			
	5100	230	0311 - Myra Terwilliger Elem. School	UniSIG		\$8,473.00
			<i>Notes: Insurance benefits for 1, 6-hour Instructional Paraprofessional for intervention instruction</i>			
	5100	290	0311 - Myra Terwilliger Elem. School	UniSIG		\$93.80
			<i>Notes: Early Retirement benefits @ 0.51% for 1, 6-hour Instructional Paraprofessional for intervention instruction</i>			

	6400	130	0311 - Myra Terwilliger Elem. School	UniSIG	0.8	\$39,731.76
			<i>Notes: Salary for 1, 80% Intervention Coach to focus of literacy with primary grades including WIN time feedback and method for monitoring and tracking student progress.</i>			
	6400	210	0311 - Myra Terwilliger Elem. School	UniSIG		\$5,391.60
			<i>Notes: Retirement benefits @ 13.57% for 1, 80% Intervention Coach to focus of literacy with primary grades including WIN time feedback and method for monitoring and tracking student progress.</i>			
	6400	220	0311 - Myra Terwilliger Elem. School	UniSIG		\$3,039.48
			<i>Notes: SSI benefits @ 7.65% for 1, 80% Intervention Coach to focus of literacy with primary grades including WIN time feedback and method for monitoring and tracking student progress.</i>			
	6400	230	0311 - Myra Terwilliger Elem. School	UniSIG		\$8,473.00
			<i>Notes: Insurance benefits for 1, 80% Intervention Coach to focus of literacy with primary grades including WIN time feedback and method for monitoring and tracking student progress.</i>			
	6400	290	0311 - Myra Terwilliger Elem. School	UniSIG		\$202.63
			<i>Notes: Early Retirement benefits @ 0.51% for 1, 80% Intervention Coach to focus of literacy with primary grades including WIN time feedback and method for monitoring and tracking student progress.</i>			
	5100	120	0311 - Myra Terwilliger Elem. School	Title, I Part A	3.0	\$144,870.30
			<i>Notes: Salary - 3, Intervention Teachers</i>			
	5100	210	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$19,658.90
			<i>Notes: Retirement Benefits - 3, Intervention Teachers</i>			
	5100	220	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$11,082.58
			<i>Notes: SSI Benefits - 3, Intervention Teachers</i>			
	5100	230	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$25,419.00
			<i>Notes: Insurance - 3, Intervention Teachers</i>			
	5100	290	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$738.84
			<i>Notes: Early Retirement Benefits - 3, Intervention Teachers</i>			
			0311 - Myra Terwilliger Elem. School	Title, I Part A	1.5	\$39,059.33
			<i>Notes: Salary - 2, Instructional Paraprofessional</i>			
			0311 - Myra Terwilliger Elem. School	Title, I Part A		\$5,300.35
			<i>Notes: Retirement Benefits - 2, Instructional Paraprofessional</i>			
			0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,988.04

			<i>Notes: SSI Benefits - 2, Instructional Paraprofessional</i>			
			0311 - Myra Terwilliger Elem. School	Title, I Part A		\$16,946.00
			<i>Notes: Insurance Benefits - 2, Instructional Paraprofessional</i>			
			0311 - Myra Terwilliger Elem. School	Title, I Part A		\$199.21
			<i>Notes: Early Retirement Benefits - 2, Instructional Paraprofessional</i>			
	6400	130	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$47,555.10
			<i>Notes: Salary - Title I Instructional Intervention Coach</i>			
	6400	210	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$6,453.23
			<i>Notes: Retirement Benefits - Title I Instructional Intervention Coach</i>			
	6400	220	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$3,637.97
			<i>Notes: SSI Benefits - Title I Instructional Intervention Coach</i>			
	6400	230	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$8,473.00
			<i>Notes: Insurance Benefits - Title I Instructional Intervention Coach</i>			
	6400	290	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$242.53
			<i>Notes: Early Retirement Benefits - Title I Instructional Intervention Coach</i>			
	5100	120	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			
	5100	220	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			
	6400	130	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,400.00
			<i>Notes: Tutoring EDI - IIC for 40 sessions plus planning at \$28 per hour stipend</i>			
	6400	220	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$107.10
			<i>Notes: Tutoring EDI - IIC for 40 sessions plus planning at \$28 per hour - SSI</i>			
	6400	510	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$230.85
			<i>Notes: Tutoring EDI - Materials</i>			
	6400	130	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$3,383.64
			<i>Notes: ESY - IIC 18 days at 6 hours per day @ \$31.33 an hour</i>			
	6400	210	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$459.16



			Notes: ESY - IIC 18 days at 6 hours per day @ \$31.33 an hour - Retirement @ 13.57%			
	6400	220	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$258.85
			Notes: ESY - IIC 18 days at 6 hours per day @ \$31.33 an hour - SSI			
	6400	290	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$17.26
			Notes: ESY - IIC 18 days at 6 hours per day @ \$31.33 an hour - Early Retirement			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Benchmark-aligned Instruction</b>				<b>\$191,159.55</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	390	0311 - Myra Terwilliger Elem. School	UniSIG		\$10,500.00
			Notes: Other Purchased Services (Substitutes contracted from EEA) for Planning Days/ Data Chats - 2 Days Per Year for 42 teachers - subs at \$125 per day for a total of 84 subs			
	6300	390	0311 - Myra Terwilliger Elem. School	UniSIG		\$803.25
			Notes: Other Purchased Services (Substitutes contracted from EEA) for SSI Benefits @ 7.65% for 84 substitutes for Planning Days/Data Chats - 2 Days Per Year for 42 teachers			
	5100	520	0311 - Myra Terwilliger Elem. School	UniSIG		\$2,794.00
			Notes: Supplemental Student Workbooks - J&J Bootcamp Science 4 sets of 25 Science Bootcamp Speed Bag Books @ \$325 each for 4th grade 10 additional Science Bootcamp Speed Bag Books @ \$14 each for 4th grade 4 sets of 25 Science Bootcamp Speed Bag Books @ \$250 each for 5th grade 10 additional Science Bootcamp Speed Bag Books @ \$10 each for 5th grade Shipping - \$254.00			
	6400	330	0311 - Myra Terwilliger Elem. School	UniSIG		\$3,087.62
			Notes: BSI Conference for Instructional Staff: Hotel (3 nights x 2 participants) @ \$389.00 per night Per Diem Meals (4 days at \$36/day) Mileage (2 cars at \$120.68) Tolls (2 cars at \$30) Parking (2 cars at \$28 per day Total - \$3087.62			
	6300	110	0311 - Myra Terwilliger Elem. School	UniSIG	0.17	\$18,665.90
			Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.			
	6300	210	0311 - Myra Terwilliger Elem. School	UniSIG		\$2,532.96
			Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist			
	6300	220	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,427.94
			Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist			
	6300	230	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,400.52
			Notes: Insurance benefits for School Improvement Principal Specialist			
	6300	290	0311 - Myra Terwilliger Elem. School	UniSIG		\$95.20

			<i>Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist</i>			
	6300	510	0311 - Myra Terwilliger Elem. School	UniSIG		\$2,051.46
			<i>Notes: General office supplies (paper, pens, pencils, chart paper, printer ink, markers) need to support Planning Days/Data Chats for 42 teachers @ \$48.84 each.</i>			
	7730	330	0311 - Myra Terwilliger Elem. School	UniSIG		\$4,631.43
			<i>Notes: BSI Conference for Administrators: Hotel (3 nights x 3 admin) @ \$389.00 per night BSI Conference Per Diem Meals (4 days at \$36/day) Mileage (3 cars at \$120.68) Tolls (3 cars at \$30) Parking (3 cars at \$28,per day Total - \$4,631.43</i>			
	6400	120	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,440.00
			<i>Notes: 2 Teacher Stipends for 36 hours each @ \$20/hr. to attend the BSI Summer Institute</i>			
	6400	220	0311 - Myra Terwilliger Elem. School	UniSIG		\$110.16
			<i>Notes: SSI Benefits @ 7.65% for 2 Teacher Stipends for 36 hours each @ \$20/hr. to attend the BSI Summer Institute</i>			
	7300	110	0311 - Myra Terwilliger Elem. School	Title, I Part A	1.0	\$72,765.60
			<i>Notes: Salary - Supplemental Assistant Principal</i>			
	7300	210	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$9,874.29
			<i>Notes: Retirement Benefits - Supplemental Assistant Principal</i>			
	7300	220	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$5,566.57
			<i>Notes: SSI Benefits - Supplemental Assistant Principal</i>			
	7300	230	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$8,488.00
			<i>Notes: Insurance Benefits - Supplemental Assistant Principal</i>			
	7300	290	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$371.10
			<i>Notes: Early Retirement Benefits - Supplemental Assistant Principal</i>			
	5100	520	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$3,395.87
			<i>Notes: Write Score - Program</i>			
	5100	360	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$178.00
			<i>Notes: Write Score - Roster Sync</i>			
	6300	120	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$38,068.00
			<i>Notes: Collaborative Planning - 42 teachers for 45 hours each @ \$20 an hour</i>			
	6300	220	0311 - Myra Terwilliger Elem. School	UniSIG		\$2,911.68
			<i>Notes: Collaborative Planning - 42 teachers for 45 hours each @ \$20 an hour FRINGE</i>			

3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$743,602.35

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No