Timbercrest Elementary School

2015-16 School Improvement Plan

Timbercrest Elementary School

2401 EUSTACE AVE, Deltona, FL 32725

http://myvolusiaschools.org/school/timbercrest/pages/default.aspx

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	70%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

T ogether we can achieve
I ntegrity
G oals
E xcellence
R espect, responsibility and
S uccess!

Provide the school's vision statement

We believe that students will learn when...
- there is a positive, welcoming environment where they are respected, supported by all stakeholders, and encouraged to take risks.
- lessons are engaging, relevant, and hands-on.
- instruction is meaningful, purposeful, and differentiated.
- feedback is immediate and specific.
- their learning styles and individual learning timelines are respected.

School Environment

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

Timbercrest works collaboratively with one another in a supportive and team oriented approach with activities to build rapport. These can include Kagan Strategies, the use of the first 20 days approach to setting up the classroom for procedures and expectations. Also, VSET Domains of Creating an Environment of Respect and Rapport and Engaging Students in Learning have been used by many teachers as a focus for continuous improvement. Teachers meet monthly at faculty meetings to discuss important information and in PLC's to discuss data, lesson planning, and ideas. Administrators meet weekly with grade level instructional leaders. SAC meetings are held once a month to build on the community involvement. Timbercrest is also a Professional Development school, where we work in collaboration with University of Central Florida and Daytona State college to support the intern process and prepare them for the classroom. The goal of all of these meetings, collaborations, and partnerships is to improve the quality of teaching and to instill success in students.

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

Security measures are in place before and after school to maintain the safety and well-being of students. Our morning procedures includes a parental check-in at the front office to receive a drop-off badge or lunch badge. All staff is trained to look for parents who do not have a badge and direct them to the front office as a security precaution. Also in the mornings, teachers are assigned supervision duty to monitor student behavior, and to help parents to the front office who do not have a badge. Families are made aware of all procedures through our weekly Tiger Talk newsletter and Connect-Ed calls home. In the afternoon, supervision is provided and routes are in place for students to follow when leaving on first or second bell. These routes are in place to keep dismissal orderly and safe. A Safety and Security Team has been put together and they meet once a month to discuss procedures,

strengths, weaknesses, and changes. Also, this team is used for all codes and drills. Within the first two weeks of school, we practice all security code drills with faculty, staff and students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A Behavior Leadership Team is put together every year to discuss areas of strengths or problems the students or staff face. Reward programs are created to promote attendance, reduce tardies, and increase positive behaviors. Teachers are trained every year on the referral process and classroom management techniques.

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

A school counselor and school psychologist are on hand to make sure the emotional needs of all students are met. Counseling is available when needed, as well as programs incentives for those who have the potential to be leaders. The school counselor and psychologist meet with students and teachers regularly to stay proactive. Our school is piloting a bullying program with other elementary feeder schools to Galaxy Middle School.

Early Warning Systems

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

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

Students who miss 10% or more of instruction
Students who have been retained, pursuant to s. 1008.25, F.S.
Students who are not proficient in reading by third grade.
Students who are not proficient in writing by fourth grade.
Students who are at a Level 1 score on state standardized assessments in ELA or Mathematics
Students who are one year older than class peers.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		
One or more years older than class peers		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

After school tutoring
In school tutoring
Small group instruction
Differentiated Instruction
Intervention blocks built into the school day
Monitoring of attendance through the implementation of an Attendance Contest

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Timbercrest will maintain our 5-Star School status by continuing consistent parent involvement at school functions, parent/teacher conferences, and parent communications. Timbercrest will again target parent involvement in order to maintain our 5 -Star School status for the 2014 - 2015 school year.
Timbercrest will use the Parent Involvement Plan

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

Timbercrest will hold Parent Involvement Nights such as a Curriculum Night, which will include the Professional Development Team and Interns from UCF and DSC. Prior to Open House, we will have a Title 1 Parent Meeting and during Open House we will solicit parent input through a district survey about dress code. PTA Events will be held throughout the year to include the community in events. Our volunteer coordinator will seek additional business partners to provide incentives for student achievement.
We are initiating a new initiative this year called Paw Points. The goal of the Paw Points plan is to reinforce behaviors that lead to academic success (completing homework, following directions, perfect attendance, etc.). Classes can earn Paw Points from any teacher or administrator. Paw Points earned can be reimbursed for class rewards (extended recess, lunch with the administration, with the grand prize being a Chick-fil-A Cow visit with lunch for class and extended recess for 20 minutes.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Zablo, Craig	Principal
Tidmarsh, Lonnie	Assistant Principal
	Teacher, K-12
Cook, Tricia	Teacher, K-12
Ginn, Michelle	Teacher, K-12
Gould, Kendra	Teacher, ESE
Granger, Delton	Teacher, K-12
Harris, Jaime	Teacher, K-12
Kosar, Olga	Teacher, K-12
Moye, Tarsha	Teacher, ESE
Ossler, Tara	Teacher, K-12
Plavchan, Krista	Teacher, K-12
Smith, Debbie	Teacher, K-12
Sorenson, Deborah	Teacher, K-12
Bolden, Carla	Instructional Coach
Hansen, Mary	Teacher, K-12
Derose, Heather	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based

leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nicoleta Wells	Teacher
Anthony Novinich	Parent
Lindsey Novinich	Parent
Machelle Greenwood	Parent
April Jaques	Parent
Sharon Hovis	Education Support Employee
Iris Wiseman	Parent
Kim Girffin	Parent
Thelma Dickens	Parent
Phyllis Jones	Parent
Lonnie Tidmarsh	Principal
Tiffany Staton	Parent
Sheena Heller	Parent
Tammy Soukup	Parent
April Brewer	Parent
Craig Zablo	Principal
Mary Hansen	Teacher
Carolina Artuz	Teacher
James Morrissey	Parent
Juan Jose Culpepper	Parent
Marcela Lamiroult	Parent
Ashley Mason	Parent
Carol Patron	Parent
Helena Santos Morales	Parent
Danielle Seiple	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC met to provide feedback on our SIP Goal.Data was evaluated and discussed, as well as SAC's feedback about possible barriers and strategies for improvement.

Development of this school improvement plan

SAC meets monthly to review previous month's minutes, requests for funds, the budget, District Advisory Council updates, Accreditation progress, public input, Title I expenditures and provide any needed trainings for the committee. The SAC also is updated on any new projects, events, data and the progress of our current School Improvement Plan.

Preparation of the school's annual budget and plan

SAC will take into account the needs of all students. Funds will be allocated for initiatives for classroom use.

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

Last SAC approved the following expenditures: Nicoletta Wells received $500 as a supplement for serving as our SAC Chair. The total cost was $575.10 because of payment to the Florida Retirement System and Social Security. There was a $310.00 expenditure for tutoring, $723.23 for Lego Story Starter Kits, $5,662.90 for ten I-Pads, $192.00 for travel to the NAPDS Conference, and $715.44 for the Math U Workshop (substitutes and registration for five teachers). Our SAC had an ending balance of $3118.24.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Zablo, Craig	Principal
Cook, Tricia	Teacher, K-12
Ginn, Michelle	Teacher, K-12
Gould, Kendra	Teacher, K-12
Granger, Delton	Teacher, K-12
Harris, Jaime	Teacher, K-12
Kosar, Olga	Teacher, K-12
Moye, Tarsha	Teacher, ESE
Ossler, Tara	Teacher, K-12
Plavchan, Krista	Teacher, K-12
Smith, Debbie	Teacher, K-12
Sorenson, Deborah	Teacher, K-12
Tidmarsh, Lonnie	Assistant Principal
Bray, Gina	Instructional Media
Bolden, Carla	Instructional Coach
Jordan, Angel	Teacher, K-12
Hansen, Mary	Teacher, K-12
Derose, Heather	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school-based literacy leadership team meets regularly throughout the school year in order to address the academic needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Public and Collaborative Teaching

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

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

Timbercrest Elementary is a Professional Learning Community School. All grade levels do team planning to focus on academic achievement. We work in conjunction with our Academic Coaches to gain as many resources as possible. We also remain current on Professional Development for educational trends driven by data. Title I funds are allocated to provide teachers time to collaborate in their PLCs quarterly for data review to drive instruction, and collaborative planning.

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

Timbercrest Elementary is a Professional Development School in partnership with the University of Central Florida and Daytona State. We have 34 Clinical Ed certified teachers on campus who serve as supervising teachers for the junior and senior interns from the University of Central Florida and Daytona State College.
As part of our partnership, we hold monthly intern support meetings, conduct portfolio reviews, mock

observations using our district's evaluation process, mock interviews with a follow up reflection session and have created a Professional Development School pamphlet for disbursement in the University of Central Florida's education courses. We also work directly with the University of Central Florida's professors and students, allowing education majors to complete college course work on our campus with our teachers and students. We also make an effort to hire those we feel would be a good match with our school.

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

Timbercrest currently has two "new to teaching" teachers. Each teacher is assigned a district level mentor, and we provided a grade level mentor as well. New teachers attend the district E3 Beginning Teacher program to address hurdles overcome, anticipated barriers as well as to review upcoming requirements.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Timbercrest Elementary follows the Curriculum Maps from Volusia County, which are aligned to the Florida Standards. All Florida Standards are carefully analyzed by reviewing data, as well as using Formative and Summative assessments to drive instruction.

Instructional Strategies

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

Differentiated Instruction is used in all grade levels in all subjects. Centers, guided instruction, and homework are tailored toward the learner's individual needs. Struggling students are eligible for ESE services; those needing enrichment are assessed for our Gifted Program.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,200

Timbercrest implements an after school and in school tutoring program for identified students.

Strategy Rationale

By implementing after school tutoring for these identified students, the goal is to increase learning gains in state standardized assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jordan, Angel, aljordan@volusia.k12.fl.us

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

Each of our tutoring programs have a survey and/or review of state or district data to determine its overall effectiveness. The tutoring program has a built in diagnostic and summative assessments for academic tracking.

Strategy: After School Program

Minutes added to school year: 240

The Daily 5 Book Study

Strategy Rationale

By discussing and implementing the Daily 5, teachers can create a more structured reading and math environment with differentiated instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Tidmarsh, Lonnie, ljtidmar@volusia.k12.fl.us

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

Each teacher involved in this book study will do a discussion after implementing certain aspects of the Daily 5 as well as do Professional Development Implementation Guide at the end of the book study.

Student Transition and Readiness

PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   IF teachers collaboratively plan and implement quality lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2015 - 2016.

Strategic Goals Detail

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

G1. IF teachers collaboratively plan and implement quality lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2015 - 2016. 1a

🔍 G068831

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- On-going Data Reviews
- Team Planning
- ESOL Tutoring
- Teacher for Tutors Program
- District Curriculum Maps/Resources
- Timbercrest's I-Drive of Best Practices
- SMART Goals
- Professional Learning Communities
- Formative and Summative Assessments
- Small Group Instruction
- Literacy Circles
- Read - Alouds
- C-Palms
- Kagan Strategies
- Modeled Readings
- FCRR
- Response to Literature Professional Development
- Thinking Maps Professional Development
- Writing Professional Development
- After School Tutoring

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous resources
- Lack of differentiated professional development and time to implement it

Plan to Monitor Progress Toward G1. `8`

Teachers will closely monitor their data so that they can differentiate instruction. Particular attention will be paid to our "threshold" students and our lowest 30%. Successes and continued needs will be a part of our PLC agendas. Discussions will include what to continue, modify or discontinue in order to continue positive learning gains for our students.

Person Responsible
Craig Zablo

Schedule
Quarterly, from 8/18/2015 to 6/7/2016

Evidence of Completion
Teachers will keep data logs identifying students who are proficient, "threshold" (near proficiency) and their lowest quintile. Data logs will be updated after each state and district assessment.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. IF teachers collaboratively plan and implement quality lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2015 - 2016. 1

🔍 G068831

G1.B1 Lack of rigorous resources 2

🔍 B178888

G1.B1.S1 Share best practices for using rigorous resources. 4

🔍 S190248

Strategy Rationale

If teachers use best practices with rigorous resources then student achievement will increase.

Action Step 1 5

Identify and compile rigorous resources for core content areas.

Person Responsible

Carla Bolden

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Content Area Resources List

Action Step 2 `5`

Faculty professional development on Ready Writing.

Person Responsible

Craig Zablo

Schedule

On 9/21/2015

Evidence of Completion

Ready Writing Professional Development Sign-in Sheets.

Action Step 3 `5`

Faculty professional development Number Talks

Person Responsible

Craig Zablo

Schedule

On 10/7/2015

Evidence of Completion

Number Talks Professional Development Sign-in Sheets.

Action Step 4 `5`

Follow up with classroom visits / Meetings / Coaching Logs

Person Responsible

Craig Zablo

Schedule

Weekly, from 9/28/2015 to 6/7/2016

Evidence of Completion

Teacher implementation of best practices from professional development.

Action Step 5 `5`

Use Title 1 Funds to pay two Academic Coaches to assist and work with Timbercrest teachers

Person Responsible

Craig Zablo

Schedule

Daily, from 8/18/2015 to 6/7/2016

Evidence of Completion

Title 1 expenditures for salaries and benefits as shown on the Title 1 budget. Daily sign-in sheets and academic coaches' calendars.

Action Step 6 `5`

Purchase items to support curriculum in the classroom that include but are not limited to Kagan-related materials, Thinking Math and more.

Person Responsible

Craig Zablo

Schedule

Annually, from 8/18/2015 to 6/7/2016

Evidence of Completion

Title 1 expenditures as shown on the budget. For use of items to support curriculum we will monitor lesson plans, walk-throughs, and results of district assessments.

Action Step 7 `5`

Purchase of technology to increase student cognitive engagement.

Person Responsible

Craig Zablo

Schedule

Annually, from 8/18/2015 to 6/7/2016

Evidence of Completion

Title 1 expenditures as shown on the budget. For use of technology we will monitor lesson plans, walk-throughs, and results of district assessments.

Action Step 8 `5`

Provide tutoring for our lower quintile students.

Person Responsible

Craig Zablo

Schedule

Weekly, from 9/22/2015 to 6/7/2016

Evidence of Completion

Sign-in sheets for the substitutes. For results we will monitor district assessments and student grade.

Action Step 9 `5`

Parent Involvement Activities

Person Responsible

Craig Zablo

Schedule

Monthly, from 8/17/2015 to 6/7/2016

Evidence of Completion

School calendar, agendas and sign-in sheets.

Action Step 10 `5`

Purchase school supplies for students lacking materials.

Person Responsible

Craig Zablo

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Title 1 expenditures as shown on the budget.

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

Ready Writing and Number Talks use will be documented in Lesson Plans and PLC minutes.

Person Responsible

Craig Zablo

Schedule

Monthly, from 9/30/2015 to 6/7/2016

Evidence of Completion

Monitor lesson plans and PLC minutes for use of best practices with rigorous resources.

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

Writing and Math Scores will be monitored through our quarterly assessments and there will be on-going discussions and monitoring of data in PLC meetings, meetings across grade levels and during data chats with administration.

Person Responsible

Craig Zablo

Schedule

Quarterly, from 8/18/2015 to 6/7/2016

Evidence of Completion

State and District assessments and teacher assessments, PLC minutes, and other data.

G1.B2 Lack of differentiated professional development and time to implement it 2

B178889

G1.B2.S1 Provide teachers appropriate time to meet, analyze data and collaborate on lesson plans implementing learned best practices. 4

S190249

Strategy Rationale

By providing teachers with time to meet, analyze data and collaborate on lesson plans implementing learned best practices student achievement will improve.

Action Step 1 5

Schedule quarterly times for grade level PLCs to meet, analyze data and collaborate on lesson plans implementing learned best practices.

Person Responsible

Craig Zablo

Schedule

Quarterly, from 8/18/2015 to 6/7/2016

Evidence of Completion

Sign in sheets and minutes for grade level meetings.

Action Step 2 5

Differentiate Professional Development so that teachers get the learning applicable to their specific grade level and content area.

Person Responsible

Craig Zablo

Schedule

Monthly, from 8/18/2015 to 6/7/2016

Evidence of Completion

Early Release Professional Development agendas / Follow Up with Classroom Visits / Meetings / Coaching Logs

Action Step 3 `5`

Provide times on a quarterly basis for grade level PLCs to meet, analyze data and collaborate on lesson plans implementing learned best practices.

Person Responsible

Craig Zablo

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Monitor lesson plans and district assessments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Lesson plans, scheduling, PLC meeting minutes will be monitored monthly within the grade levels.

Person Responsible

Craig Zablo

Schedule

On 6/7/2016

Evidence of Completion

Lesson plans, scheduling, PLC meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Writing and Math Scores will be monitored through our quarterly assessments and there will be on-going discussions and monitoring of data in PLC meetings, meetings across grade levels and during data chats with administration.

Person Responsible

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

State and District assessments and teacher assessments, PLC minutes, and other data.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Identify and compile rigorous resources for core content areas.	Bolden, Carla	8/18/2015	Content Area Resources List	6/9/2016 monthly
G1.B2.S1.A1	Schedule quarterly times for grade level PLCs to meet, analyze data and collaborate on lesson plans implementing learned best practices.	Zablo, Craig	8/18/2015	Sign in sheets and minutes for grade level meetings.	6/7/2016 quarterly
G1.B1.S1.A2	Faculty professional development on Ready Writing.	Zablo, Craig	9/21/2015	Ready Writing Professional Development Sign-in Sheets.	9/21/2015 one-time
G1.B2.S1.A2	Differentiate Professional Development so that teachers get the learning applicable to their specific grade level and content area.	Zablo, Craig	8/18/2015	Early Release Professional Development agendas / Follow Up with Classroom Visits / Meetings / Coaching Logs	6/7/2016 monthly
G1.B1.S1.A3	Faculty professional development Number Talks	Zablo, Craig	10/7/2015	Number Talks Professional Development Sign-in Sheets.	10/7/2015 one-time
G1.B2.S1.A3	Provide times on a quarterly basis for grade level PLCs to meet, analyze data and collaborate on lesson plans implementing learned best practices.	Zablo, Craig	9/1/2015	Monitor lesson plans and district assessments.	6/7/2016 quarterly
G1.B1.S1.A4	Follow up with classroom visits / Meetings / Coaching Logs	Zablo, Craig	9/28/2015	Teacher implementation of best practices from professional development.	6/7/2016 weekly
G1.B1.S1.A5	Use Title 1 Funds to pay two Academic Coaches to assist and work with Timbercrest teachers	Zablo, Craig	8/18/2015	Title 1 expenditures for salaries and benefits as shown on the Title 1 budget. Daily sign-in sheets and academic coaches' calendars.	6/7/2016 daily
G1.B1.S1.A6	Purchase items to support curriculum in the classroom that include but are not limited to Kagan-related materials, Thinking Math and more.	Zablo, Craig	8/18/2015	Title 1 expenditures as shown on the budget. For use of items to support curriculum we will monitor lesson plans, walk-throughs, and results of district assessments.	6/7/2016 annually
G1.B1.S1.A7	Purchase of technology to increase student cognitive engagement.	Zablo, Craig	8/18/2015	Title 1 expenditures as shown on the budget. For use of technology we will monitor lesson plans, walk-throughs, and results of district assessments.	6/7/2016 annually
G1.B1.S1.A8	Provide tutoring for our lower quintile students.	Zablo, Craig	9/22/2015	Sign-in sheets for the substitutes. For results we will monitor district assessments and student grade.	6/7/2016 weekly
G1.B1.S1.A9	Parent Involvement Activities	Zablo, Craig	8/17/2015	School calendar, agendas and sign-in sheets.	6/7/2016 monthly
G1.B1.S1.A10	Purchase school supplies for students lacking materials.	Zablo, Craig	8/24/2015	Title 1 expenditures as shown on the budget.	6/7/2016 quarterly
G1.MA1	Teachers will closely monitor their data so that they can differentiate instruction. Particular attention will be paid to our "threshold" students and our lowest 30%. Successes and continued needs will be a part of our PLC agendas. Discussions will include what to continue, modify or discontinue in order to continue positive learning gains for our students.	Zablo, Craig	8/18/2015	Teachers will keep data logs identifying students who are proficient, "threshold" (near proficiency) and their lowest quintile. Data logs will be updated after each state and district assessment.	6/7/2016 quarterly
G1.B1.S1.MA1	Writing and Math Scores will be monitored through our quarterly assessments and there will be on-going discussions and monitoring of data in PLC meetings, meetings across grade levels and during data chats with administration.	Zablo, Craig	8/18/2015	State and District assessments and teacher assessments, PLC minutes, and other data.	6/7/2016 quarterly
G1.B1.S1.MA1	Ready Writing and Number Talks use will be documented in Lesson Plans and PLC minutes.	Zablo, Craig	9/30/2015	Monitor lesson plans and PLC minutes for use of best practices with rigorous resources.	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Writing and Math Scores will be monitored through our quarterly assessments and there will be on-going discussions and monitoring of data in PLC meetings, meetings across grade levels and during data chats with administration.		8/24/2015	State and District assessments and teacher assessments, PLC minutes, and other data.	6/7/2016 quarterly
G1.B2.S1.MA1	Lesson plans, scheduling, PLC meeting minutes will be monitored monthly within the grade levels.	Zablo, Craig	9/30/2015	Lesson plans, scheduling, PLC meeting minutes.	6/7/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. IF teachers collaboratively plan and implement quality lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2015 - 2016.

G1.B1 Lack of rigorous resources

G1.B1.S1 Share best practices for using rigorous resources.

PD Opportunity 1

Faculty professional development on Ready Writing.

Facilitator

Nicole Cange

Participants

Timbercrest Faculty

Schedule

On 9/21/2015

PD Opportunity 2

Faculty professional development Number Talks

Facilitator

Leslie Sparks / Tara Ossler

Participants

Timbercrest Faculty

Schedule

On 10/7/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Identify and compile rigorous resources for core content areas.				$0.00
2	**G1.B1.S1.A10**	**Purchase school supplies for students lacking materials.**				**$859.91**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6781 - Timbercrest Elementary School	Title X, Part C (Homeless)		$859.91
			Notes: Purchase materials and supplies for needy students.			
3	**G1.B1.S1.A2**	**Faculty professional development on Ready Writing.**				**$0.00**
4	**G1.B1.S1.A3**	**Faculty professional development Number Talks**				**$0.00**
5	**G1.B1.S1.A4**	**Follow up with classroom visits / Meetings / Coaching Logs**				**$0.00**
6	**G1.B1.S1.A5**	**Use Title 1 Funds to pay two Academic Coaches to assist and work with Timbercrest teachers**				**$106,055.20**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6781 - Timbercrest Elementary School	Title I Part A		$106,055.20
			Notes: Salaries and benefits for two academic coaches.			
7	**G1.B1.S1.A6**	**Purchase items to support curriculum in the classroom that include but are not limited to Kagan-related materials, Thinking Math and more.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6781 - Timbercrest Elementary School	Title I Part A		$3,000.00
			Notes: Purchase items to support curriculum.			
8	**G1.B1.S1.A7**	**Purchase of technology to increase student cognitive engagement.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6781 - Timbercrest Elementary School	Title I Part A		$10,000.00
			Notes: Technology to increase student cognitive engagement.			
9	**G1.B1.S1.A8**	**Provide tutoring for our lower quintile students.**				**$11,103.91**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			6781 - Timbercrest Elementary School	Title I Part A		$11,103.91
			Notes: Tutoring			
10	**G1.B1.S1.A9**	**Parent Involvement Activities**				**$1,652.40**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6781 - Timbercrest Elementary School	Title I Part A		$1,652.40
			Notes: Family Involvement Activities			
11	**G1.B2.S1.A1**	**Schedule quarterly times for grade level PLCs to meet, analyze data and collaborate on lesson plans implementing learned best practices.**				**$0.00**
12	**G1.B2.S1.A2**	**Differentiate Professional Development so that teachers get the learning applicable to their specific grade level and content area.**				**$0.00**
13	**G1.B2.S1.A3**	**Provide times on a quarterly basis for grade level PLCs to meet, analyze data and collaborate on lesson plans implementing learned best practices.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6781 - Timbercrest Elementary School	Title I Part A		$15,000.00
			Notes: Provide time quarterly for teachers to meet, analyze data and collaboratively plan lessons and assessments.			
					Total:	**$147,671.42**