

Volusia County Schools

Timbercrest Elementary School



2016-17 Schoolwide Improvement Plan

Timbercrest Elementary School

2401 EUSTACE AVE, Deltona, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**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 is pending approval by the Volusia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Timbercrest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

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

Timbercrest's faculty, staff and stakeholders work collaboratively in a supportive and team oriented approach with activities to build rapport. These can include our OLWEUS program, 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 monthly to build on 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.

b. 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.

c. 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. Timbercrest follows the OLWEUS anti-bullying procedures. Our teachers meet weekly with their classes to discuss concerns as well as strategies to combat bullying.

d. 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 in the second year of the OLWEUS ant-bullying program with other elementary feeder schools to Galaxy Middle School.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more years older than class peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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 2016 - 2017 school year.

Timbercrest will use the Parent Involvement Plan

2. 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 S.T.E.A.M. Night, which will include the Professional School Development Team, teachers from Galaxy Middle (our feeder school) and Interns from UCF and DSC. Prior to our Meet the Teacher day and two Open House nights, we will have Title 1 Parent Meetings. 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 will continue our Paw Points initiative. 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, etc.).

This year Title 1 funds were used to provide a Parent Liaison. Our Parent Liaison will take charge of our weekly Timbercrest parent newsletter as well as develop parent involvement activities.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Zablo, Craig	Principal
Tidmarsh, Lonnie	Assistant Principal
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
Smith, Debbie	Teacher, K-12
Sorenson, Deborah	Teacher, K-12
Bolden, Carla	Instructional Coach
Hansen, Mary	Teacher, K-12
Derosé, Heather	Teacher, K-12
Wells, Nicoleta	Teacher, K-12
San, Krista	Teacher, K-12

b. Duties

1. 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

2. 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 Rtl 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.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. 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.

c. 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. The school's annual budget is shared for input and discussion at the first SAC meeting of each year. SAC budget updates are shared monthly at each SAC meeting.

2. 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 \$574.55 because of payment to the Florida Retirement System and Social Security. There was a \$459.64 expenditure for tutoring and \$224.91 for pocket wall charts. Our SAC had an ending balance of \$3,510.48.00.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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
San, 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
Derosé, Heather	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

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

Timbercrest Elementary is a Professional Development School thanks to our partnership with the University of Central Florida. All grade levels have common team planning to focus on academic achievement. We work in conjunction with our Academic Coach 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.

Our school-based professional development is determined after surveying our teachers. We then create a professional development plan to focus on their perceived needs in support of our School Improvement Plan. Administration meets monthly with our Leadership team, monthly with our faculty and weekly with our grade level chairs. These meetings keep the communication flowing and give all groups an opportunity to quickly address needs or concerns. Many of our teachers are also involved in a book study which brings them together after school hours to collaborate.

2. 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. We also have teacher interns from Stetson and Daytona State College that benefit from us being a PDS school. We have 29 Clinical Ed certified teachers on campus who serve as supervising teachers for the junior and senior interns from the University of Central Florida, Stetson 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.

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

This year Timbercrest hired 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** IF teachers collaboratively plan and implement standards-aligned lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2016 - 2017.

Strategic Goals Detail

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

G1. IF teachers collaboratively plan and implement standards-aligned lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2016 - 2017. 1a

G083443

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	80.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	55.0
Math Gains	65.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of the SHIFTS

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Leaders
- Cadre Members
- Academic Coaches
- Classroom Walk-Throughs [Learning Walks]
- District Support
- Professional Learning
- Digital Learning Teacher Leader
- Tutoring [In-School, STAR, ESOL, FSA]
- Team Planning
- Professional Developments [Includes a book study]

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Craig Zablo

Schedule

On 10/31/2016

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Craig Zablo

Schedule

On 2/14/2017

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Craig Zablo

Schedule

Annually, from 5/25/2017 to 7/17/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

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

 = Problem Solving Step  S123456 = Quick Key

G1. IF teachers collaboratively plan and implement standards-aligned lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2016 - 2017. 1

G083443

G1.B2 Lack of knowledge of the SHIFTS 2

B221256

G1.B2.S1 Provide Training / Professional Development in Instructional SHIFTS [Math and ELA] 4

S233554

Strategy Rationale

Increase % of teachers implementing the Instructional SHIFTS

Action Step 1 5

Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan (PLP)

Person Responsible

Craig Zablo

Schedule

Annually, from 8/9/2016 to 5/31/2017

Evidence of Completion

Completed Needs Assessment Survey during pre-planning and develop a Professional Learning Plan

Action Step 2 5

Provide professional learning for Math and ELA: Core Practices, based on the Needs Assessment Survey Results

Person Responsible

Tara Ossler

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Sign-In Sheets and Agendas

Action Step 3 5

Implement the knowledge and skills learned during each Professional Learning session

Person Responsible

Craig Zablo

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plans, VSET walkthroughs and observations, data walks, student scores and grades

Action Step 4 5

Monitor and provide feedback and coaching (as needed) for each Professional Learning

Person Responsible

Craig Zablo

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

VSET conferences, Academic Coaching Logs

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

Conduct monthly data walks

Person Responsible

Craig Zablo

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

notes and data collected

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

Coaches observe and provide feedback to teachers

Person Responsible

Craig Zablo

Schedule

Daily, from 8/9/2016 to 5/31/2017

Evidence of Completion

Coaches' calendars

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

Review lesson plans submitted

Person Responsible

Craig Zablo

Schedule

Monthly, from 8/15/2016 to 7/1/2017

Evidence of Completion

lesson plans

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

Admin and Teacher Data Chats

Person Responsible

Craig Zablo

Schedule

Quarterly, from 8/9/2016 to 5/31/2017

Evidence of Completion

data charts

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

School Leadership Team Meetings to analyze school-wide data

Person Responsible

Craig Zablo













Schedule

Monthly, from 8/15/2016 to 7/1/2017

Evidence of Completion

school and district data, SLT meeting agendas and notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M303853	SIP Progress Monitoring Meeting	Zablo, Craig	10/31/2016	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
G1.MA2  M303854	SIP Midyear Review	Zablo, Craig	2/14/2017	Midyear Review in CIMS	2/14/2017 one-time
G1.B2.S1.MA1  M303848	Admin and Teacher Data Chats	Zablo, Craig	8/9/2016	data charts	5/31/2017 quarterly
G1.B2.S1.MA1  M303850	Conduct monthly data walks	Zablo, Craig	8/9/2016	notes and data collected	5/31/2017 monthly
G1.B2.S1.MA2  M303851	Coaches observe and provide feedback to teachers	Zablo, Craig	8/9/2016	Coaches' calendars	5/31/2017 daily
G1.B2.S1.A1  A299492	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and...	Zablo, Craig	8/9/2016	Completed Needs Assessment Survey during pre-planning and develop a Professional Learning Plan	5/31/2017 annually
G1.B2.S1.A2  A299493	Provide professional learning for Math and ELA: Core Practices, based on the Needs Assessment...	Ossler, Tara	8/15/2016	Sign-In Sheets and Agendas	5/31/2017 monthly
G1.B2.S1.A3  A299494	Implement the knowledge and skills learned during each Professional Learning session	Zablo, Craig	8/15/2016	Lesson plans, VSET walkthroughs and observations, data walks, student scores and grades	5/31/2017 daily
G1.B2.S1.A4  A299495	Monitor and provide feedback and coaching (as needed) for each Professional Learning	Zablo, Craig	8/9/2016	VSET conferences, Academic Coaching Logs	5/31/2017 monthly
G1.B2.S1.MA5  M303849	School Leadership Team Meetings to analyze school-wide data	Zablo, Craig	8/15/2016	school and district data, SLT meeting agendas and notes	7/1/2017 monthly
G1.B2.S1.MA4  M303852	Review lesson plans submitted	Zablo, Craig	8/15/2016	lesson plans	7/1/2017 monthly
G1.MA3  M303855	State Assessment Results	Zablo, Craig	5/25/2017	Step Zero for 2017-2018 SIP	7/17/2017 annually

V. 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 standards-aligned lessons including writing across the content areas THEN student achievement at Timbercrest will increase in 2016 - 2017.

G1.B2 Lack of knowledge of the SHIFTS

G1.B2.S1 Provide Training / Professional Development in Instructional SHIFTS [Math and ELA]

PD Opportunity 1

Provide professional learning for Math and ELA: Core Practices, based on the Needs Assessment Survey Results

Facilitator

Tara Ossler and District Specialists

Participants

Timbercrest Faculty

Schedule

Monthly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Create a Needs Assessment Survey using resources form Achieve the Core to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan (PLP)				\$0.00
2	G1.B2.S1.A2	Provide professional learning for Math and ELA: Core Practices, based on the Needs Assessment Survey Results				\$74,407.48
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	6781 - Timbercrest Elementary School	Title I, Part A		\$74,407.48
			Notes: Use Title 1 Funds to pay for an Academic Coach, a .5 Intervention Teacher and a Parent Liaison			
3	G1.B2.S1.A3	Implement the knowledge and skills learned during each Professional Learning session				\$42,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6781 - Timbercrest Elementary School			\$1,500.00
			Notes: Family Engagement - Family Math, Science and Literacy Nights.			
			6781 - Timbercrest Elementary School			\$12,300.00
			Notes: Tutors - Before or after school tutoring (in addition to STAR tutoring)			
			6781 - Timbercrest Elementary School			\$500.00
			Notes: Homeless Students - School supplies			
			6781 - Timbercrest Elementary School	Title I, Part A		\$15,000.00
			Notes: Provide times on a quarterly basis for grade level PLCs to meet, analyze data and collaborate on lesson plans implementing learned best practices.			
			6781 - Timbercrest Elementary School	Title I, Part A		\$12,150.00
			Notes: To purchase Write Score Reading and Writing 3-5, Brainpop as well as other materials such as manipulatives, books for literacy, dry erase markers, etc.			
			6781 - Timbercrest Elementary School	Title I, Part A		\$1,500.00
			Notes: Technology - Purchase equipment and maintenance as needed.			
4	G1.B2.S1.A4	Monitor and provide feedback and coaching (as needed) for each Professional Learning				\$0.00
Total:						\$117,357.48