

The School District of Palm Beach County

Timber Trace Elementary School



2017-18 Schoolwide Improvement Plan

Timber Trace Elementary School

5200 117TH CT N, Palm Beach Gardens, FL 33418

<https://ttes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 Palm Beach 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Timber Trace Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Timber Trace Elementary School is to provide an education which prepares every child for successful life-long learning and for responsible citizenship. Parents, community, staff and students will share the responsibility of education in a safe climate which facilitates student achievement through active learning, self-esteem and mutual respect.

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Timber Trace Elementary School staff, parents and community will work together to offer and encourage every student to achieve the academic, technological, social, physical, and emotional skills necessary to reach his or her greatest potential.

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Relationship-building is a clear priority for all staff. Each classroom will create a social contract involving all students in the classroom outlining the importance of supporting one another in a learning environment.

TTES will identify and involve all engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).

The School Guidance Counselor along with the other support staff will implement evidence-based

strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;

All faculty members will use in the first days of school our Positive Behavior Support Matrix and classroom rules to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

All teachers will participate in the process of discussing climate guidelines along with their behavioral expectations. Professional development will be provided to any staff in need of additional support.

School Staff will be offered opportunities to attend District provided Professional Development on multicultural offerings and plan school wide multicultural projects.

Professional development to staff will be provided on increasing positive interactions with students.

A comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers will be developed and implemented by the Guidance Counselor.

Strategic Initiative #2: Embedded cultural competence, equity and access within instructional practices

The Fine Arts team will create a school wide focus on celebrating the cultures of families and teachers throughout the school. The team will create banners and flags to display for the Literacy Night to share the cultures of our school. Students will dress in clothing from their culture to share during the event.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

Collaborating in a student -centered, personalized environment: students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take their ownership of a culture of learning in a strategy-rich environment which uses spaces and technology to maximize student potential.

Empowered and supported through high expectations to be college and career ready.

TTES will create a Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09. The school will address all areas of the Culture, Academics, Behavior, and Climate. Single School Culture is the district's belief system and practices regarding academics, behavior, and climate.

TTES will provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Including (classroom guidance) and supplemental (solution focused small group counseling) supports.

TTES will develop and implement a differentiated system of school counseling services along with the School Psychologist and ESE support staff with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and

community resources.

TTES will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies. This will include non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

TTES will provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks for all students regardless of their status in general or special education.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during learning team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and

implementation of SwPBS programs. TTES has also created a Peace Ambassadors programs. The program provides training and supported to identified ambassadors in grades 3-5 who support anti-bullying by utilizing strategies learning throughout the year.

Strategic Initiative #9: Develop an approach for bullying prevention

Strategic Initiative #7: Ensure a comprehensive "Single School Culture"

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

The School Universal Guidelines and behavior matrix will be taught twice a year to ensure students are aware of school expectations.

TTES will ensure teachers are trained in Classroom management strategies (CHAMPS, etc.) The SwPBS team will review classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Teachers will ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Teachers will make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

The staff will utilize School-wide recognition systems.

The Guidance Counselor will develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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.

TTES will have an operational school based team that meets weekly to discuss students with barriers to academic and social success.

The SBT will assign a check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

The SBT will connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc).

The Guidance Counselor along with the SBT will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

Teachers and staff will engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

School Attendance and Truancy contact will identify monthly any students who have attendance or tardy concerns based on the data available for attendance. Letters of concern will be sent monthly to families and students who have excessive concerns will be referred to the SBT.

Teachers will make regular contact with students and families of students with attendance concerns. The Assistant Principal will make contacts with families who have a child demonstrating excessive attendance issues to provide support and facilitate an increase in attendance.

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	8	10	12	14	15	10	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	12	18	24	29	21	17	0	0	0	0	0	0	0	121
Level 1 on statewide assessment	0	0	0	17	29	22	0	0	0	0	0	0	0	68

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	2	4	18	16	12	0	0	0	0	0	0	0	52

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

TTES has an effective multi-disciplinary team in place to solve problems and create action plans for students.

The school provides support to students through iii, SAI, tutorials and LLI.

Notification procedures are in place for parents and any needed community agencies. Teachers meet regularly during RTi meetings to discuss the interventions in place for students and discuss the progress monitoring of each student.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Our parent involvement target is to have all parents participate in at least one parent conference during the school year and to increase parent usage of the school Edline system.

Also, a target of 80% participation in at least one academic parent event during the year.

During Open House, Curriculum Night, etc. teachers will ensure non-threatening methods of introducing parents to teachers and administrators. The school will offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology.

Teachers will communicate classroom and school news to parents through classroom newsletters, agendas and the School Edline system.

TTES will offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings and how to use positive notes, letters, phone calls home.

Regular school news will be communicated through the school Edline page, monthly newsletters and PTA Facebook Page and Twitter.

Monthly newsletters will be used to communicate school events, curriculum updates, safety information and reminders for school attendance.

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.

TTES has an extensive list of Business Partners. These partners provide financial support to teachers and staff as well as provide support during parent Curriculum Nights and PTA events.

Business Partners are provided an opportunity to advertise through banners, flyers and in the school newsletter to develop school and Community partnerships.

Additionally, the PTA facilitates monthly community events at local restaurants, book stores and community areas to develop school relations and community partnerships.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Pasquariello, Kathy	Principal
Dennis, Phyllis	Teacher, K-12
Clark, Gina	Teacher, K-12
Mead, Linda	Teacher, K-12
Martini, Christine	Teacher, K-12
Jones, Traci	Other
Miceli, Laurianne	Teacher, K-12
Melko, Geraldine	Teacher, K-12
Kerestes, Rebecca	Teacher, K-12
Morrison, Elaine	Teacher, K-12
Folmar, Heather	Assistant Principal
Shope, Julie	Teacher, K-12
Roker, Megan	Teacher, K-12
Adamonis, Amanda	Teacher, K-12
Sierra, Michelle	Teacher, K-12
Almedia, Maureen	Teacher, ESE
Park, Rachel	Teacher, ESE
Ross, Allison	Teacher, K-12
Persinger, Heather	Teacher, ESE

b. Duties

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

Principal : Kathy Pasquariello The principal provides a common vision for the use of data-based decision-making to ensure a sound, effective academic program is in place and there is a process to address and monitor the academic progress of all students.

Assistant Principal: Heather Folmar The Assistant principal assists with leadership team decisions and supports the academic program for teachers and students.

ESE contact : Rachel Park The ESE Coordinator supports the monitor and progress of all ESE students and collaborates closely with the RTi facilitator to monitor students in the tier process.

Maureen Almeida and Heather Persinger: SBT Leader. The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Grade Level Representative Teams from each grade level: Grade Level teams provide input during regular monthly meetings as well as throughout the year. These team leaders facilitate grade level learning team meetings where instructional decisions are made about students. The team assists in shared decision making about content and decisions which impact both the short and long term decisions for the school.

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 Leadership Team meets monthly to discuss curriculum and instructional needs of teachers and students. The team establishes the objectives to be accomplished with each grade level team and the grade level leadership representatives meet with their grade level. The team assists in problem solving to resolve school wide and individual team needs. They support the administrative team in decision making about funding and allocation of supports and services throughout the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kathy Pasquariello	Principal
Rebecca Kerestes	Teacher
Beth Bertsch	Parent
Virginia El-Kassis	Parent
allison Kahn	Teacher
Ashley Pendergrass	Parent
Karen England	Parent
Shannon Culp	Teacher
Geraldine Melko	Teacher
Jennifer Lee	Parent
Laurie French	Parent
Lisa Kvarda	Principal
Lori David	Education Support Employee
Sol bath	Parent
Sule Erkuloglu	Parent
Valentina Caceres	Parent
Lisa Forgony	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC Committee reviewed the SIP plan from the FY 18 school year during the last meeting for the committee by reviewing school assessment data and updating all data within the plan.

b. Development of this school improvement plan

All SAC members are given the opportunity to provide input into the development of the SIP during scheduled SAC meetings. Teachers and staff discussions are held during faculty meetings and staff meetings to bring input and feedback from staff on the development of the plan.

c. Preparation of the school's annual budget and plan

The preparation of the budget plan is developed in conjunction with the SAC committee as well as teacher representatives from the school. The budget is aligned with the SIP goals and objectives.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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
Pasquariello, Kathy	Principal
Mahar, Lara	Teacher, K-12
Kerestes, Rebecca	Teacher, K-12
Jones, Traci	Teacher, K-12
Denton , Dawn	Teacher, K-12
Adamonis, Amanda	Teacher, ESE
Healy, Brittany	Teacher, K-12
Clark, Gina	Teacher, K-12
Acosta, Amy	Teacher, K-12
Ross, Allison	Teacher, K-12
Almedia, Maureen	Teacher, ESE
Culp, Shannon	Teacher, K-12

b. Duties

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

The LLT has representation from each grade level. The team meets monthly to discuss the Literacy needs of students and how to support staff in reaching Literacy goals for each student. The team supports the District Wide Literacy Roll Out Plan by attending monthly training sessions provided by

the district and then training their grade level team members. Each member provides support and guidance to their grade level team members.

The LLT members provide regular Professional Development to teachers and staff based on the survey of staff needs and ongoing feedback from teachers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The pillars of effective instruction focus on ensuring that ALL students are provided with instruction that will prepare them for post secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting and applying knowledge, collaborating in a student-centered, personalized environment, and Empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Another venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Each year the school provides a beginning of the year meeting for any teachers new to the school. Additional meetings are held throughout the year on an as needed basis. New teachers are provided with a mentor teacher to support them throughout the school year. Teachers complete a Beginning Teacher Program as well.

The school will monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers are provided with a mentor teacher. The mentor is selected based on years of effective teaching and who works in the same grade level as the new teachers. Mentor teachers meet regularly with the new teachers and provide support throughout the year. The mentor teacher works closely with the teacher to complete a district wide new teacher program portfolio.

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.

All teachers at TTES use instructional programs and materials that are adopted and supported by the District. For supplemental programs, the teachers utilize instructional materials tied to the specific standards for each student.

Our school creates ongoing opportunities for teachers through meeting regularly in PLC opportunities to unpack the Florida Standards and to plan and discuss reading, writing, math and science curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Creating a schedule for students to use iReady for both reading and math within the week
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with teachers and students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching1.

Teachers utilize individual and school data to differentiate instruction to meet the diverse needs of students. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The Rtl process, the use of tutorials, and the use of small group instruction is utilized to assist students.

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:

After School Program

Strategy Rationale

The TTES Aftercare program provides a safe and effective enrichment and learning environment for the nearly 400 students after school. Every student has access to Afterschool staff who provide homework and learning support, physical fitness opportunities as well as a wide range of enrichment opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pasquariello, Kathy, kathy.pasquariello@palmbeachschools.org

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

The numbers of students participating in afterschool enrichment and learning after school is monitored throughout the year.

Strategy: After School Program

Minutes added to school year:

After School Tutoring

Strategy Rationale

Students are provided with small group tutoring groups during the months of January through April. Students are selected to participate based on their performance on school and district assessments. Students are provided tutoring to assist in reaching proficiency in grade level standards.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Folmar, Heather, heather.folmar@palmbeachschools.org

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

Students will take a baseline assessment prior to tutoring and then an end of session assessment to measure progress towards proficiency.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Each year TTES provides a Kindergarten Round-up to introduce new incoming parents to the Kindergarten program. We provide curriculum information, give background on the Common Core standards and provide resources for parents to utilize as they transition their child into the public school system. Flyers and information about the meeting are provided to all of the surrounding area pre-school programs.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we collaborate regularly as grade level and support teams, we will plan to provide effective and differentiated instruction to meet the needs of all students in alignment with the Pillar's high expectations.
- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by Grade 3 to at least 75% for the FY 18 school year.
- G3.** We will create an environment where students and adults are mutually respected which will increase student learning in alignment with the Pillar's of Effective Instruction.

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 we collaborate regularly as grade level and support teams, we will plan to provide effective and differentiated instruction to meet the needs of all students in alignment with the Pillar's high expectations.

1a

G094795

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	87.0
Math Gains	80.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Materials and space for providing hands on labs

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Level professional development for reading and writing District level math cadre professional development Additional team planning time during LTM and PDD Science Lab rotations and materials STEM lab rotations and materials Science resource room of materials for teachers District provided science PD Area science PD

Plan to Monitor Progress Toward G1. 8

Assessment results from Unit assessments

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 10/2/2017 to 10/2/2018

Evidence of Completion

Assessment results will be monitored from students

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by Grade 3 to at least 75% for the FY 18 school year. 1a

G094796

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	72.0
Literacy Rate - Grade 2	70.0
FSA ELA Achievement	79.0
Literacy Rate - Grade 1	70.0

Targeted Barriers to Achieving the Goal 3

- Schedule does not allow for enough time for teachers to plan for reading and writing
- Professional Development in the area of reading, writing and word study

Resources Available to Help Reduce or Eliminate the Barriers 2

- District provided Units of Study for Reading
- District provided Literacy training for grade level cohort leaders
- Bi-monthly planning meetings for grade levels to plan and collaborate on reading instruction
- District and School provided leveled reading materials in reading resource room
- District provided Reading support materials to all classroom teachers
- Classroom library materials

Plan to Monitor Progress Toward G2. 8

Student reading assessments will be monitored for growth

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 9/3/2017 to 5/20/2018

Evidence of Completion

Student assessment data will be monitored for progress

G3. We will create an environment where students and adults are mutually respected which will increase student learning in alignment with the Pillar's of Effective Instruction. 1a

G094797

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Consistency in all classrooms with School Wide Positive Behavior Plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Wide Positive Behavior Support Plan created and developed for all classrooms
- Each classroom develops an individual Social Contract
- Peace Ambassador Training for staff and students
- SWPBS Team with grade level representation
- RTi facilitator to support individual student and family needs

Plan to Monitor Progress Toward G3. 8

Student math performance

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 10/3/2017 to 5/29/2018

Evidence of Completion

Student math assessments will be monitored for progress

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 we collaborate regularly as grade level and support teams, we will plan to provide effective and differentiated instruction to meet the needs of all students in alignment with the Pillar's high expectations. **1**

 G094795

G1.B2 Materials and space for providing hands on labs **2**

 B254907

G1.B2.S1 Provide a STEM lab with materials and lessons provided for teachers to provide STEM learning opportunities for students **4**

 S269328

Strategy Rationale

Students are in need of time and resources to participate in critical thinking and problem solving opportunities

Action Step 1 **5**

Teachers will utilize a STEM lab for providing critical thinking opportunities for students.

Person Responsible

Schedule

On 10/2/2018

Evidence of Completion

Science FSA's and Unit assessments will be monitored throughout the year

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

Assessments and lesson outcomes from the STEM lab will be monitored

Person Responsible

Kathy Pasquariello

Schedule

On 10/2/2018

Evidence of Completion

Assessment results along with student products from the lab

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

Data results will be monitored for growth from pre to post assessments

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 10/2/2017 to 10/2/2018

Evidence of Completion

Assessment results from science assessments as well as lab results

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by Grade 3 to at least 75% for the FY 18 school year. 1

G094796

G2.B1 Schedule does not allow for enough time for teachers to plan for reading and writing 2

B254911

G2.B1.S1 Utilize collaborative planning for teachers 4

S269329

Strategy Rationale

By providing time for all teachers will to collaborate with team members on the most effective strategies for student growth

Action Step 1 5

A Professional Development calendar will be developed to support collaboration time for teachers.

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 10/2/2017 to 10/2/2018

Evidence of Completion

The PD calendar and agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Professional Development trainings will be supported and monitored

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 10/2/2017 to 10/2/2018

Evidence of Completion

PD agendas and notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom implementation will be monitored through regular classroom visits and walkthroughs

Person Responsible

Kathy Pasquariello

Schedule

On 10/2/2018

Evidence of Completion

Data from walkthroughs and student performance data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

District level PD support staff will assist in the content of training

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 9/3/2017 to 5/20/2018

Evidence of Completion

Agendas and teacher created lessons and calendars

G2.B3 Professional Development in the area of reading, writing and word study **2**

 B254913

G2.B3.S1 Teachers will meet regularly to collaborate and plan for effective instruction for students. **4**

 S269331

Strategy Rationale

To meet the needs of a diverse population of students.

Action Step 1 **5**

Collaborative planning for all teachers

Person Responsible

Kathy Pasquariello

Schedule

Biweekly, from 8/29/2017 to 5/22/2018

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Agendas and sign in sheets

Person Responsible

Schedule

Monthly, from 8/28/2017 to 5/22/2018

Evidence of Completion

agendas and sign in sheets, monthly lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

walkthroughs and classroom visits

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 8/29/2017 to 5/22/2018

Evidence of Completion

data from walkthroughs

G3. We will create an environment where students and adults are mutually respected which will increase student learning in alignment with the Pillar's of Effective Instruction. 1

G094797

G3.B1 Consistency in all classrooms with School Wide Positive Behavior Plan 2

B254914

G3.B1.S1 Teachers will utilize SWPBS matrix to guide instruction to students throughout the year 4

S269332

Strategy Rationale

Students need instruction on Social approaches to support learning throughout the day

Action Step 1 5

Teachers will utilize the SWPBS matrix to guide instructional lessons throughout the year.

Person Responsible

Kathy Pasquariello

Schedule

Monthly, from 9/20/1917 to 5/22/2018

Evidence of Completion

Monthly updates at the SWPBS meetings.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

School attendance and discipline reports will be monitored.

Person Responsible

Heather Folmar

Schedule

Monthly, from 10/16/2017 to 5/22/2018

Evidence of Completion

School attendance and discipline reports will be monitored.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

School reports will be monitored .

Person Responsible

Heather Folmar

Schedule

Monthly, from 10/3/2017 to 5/29/2018

Evidence of Completion

SWPBS monthly agendas will include discussion of monthly reports for attendance and discipline.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M384173	Student reading assessments will be monitored for growth	Pasquariello, Kathy	9/3/2017	Student assessment data will be monitored for progress	5/20/2018 monthly
G2.B1.S1.MA1 M384166	District level PD support staff will assist in the content of training	Pasquariello, Kathy	9/3/2017	Agendas and teacher created lessons and calendars	5/20/2018 monthly
G2.B3.S1.MA1 M384171	walkthroughs and classroom visits	Pasquariello, Kathy	8/29/2017	data from walkthroughs	5/22/2018 monthly
G2.B3.S1.MA1 M384172	Agendas and sign in sheets		8/28/2017	agendas and sign in sheets, monthly lesson plans	5/22/2018 monthly
G2.B3.S1.A1 A359569	Collaborative planning for all teachers	Pasquariello, Kathy	8/29/2017	Agendas and sign in sheets	5/22/2018 biweekly
G3.B1.S1.MA1 M384175	School attendance and discipline reports will be monitored.	Folmar, Heather	10/16/2017	School attendance and discipline reports will be monitored.	5/22/2018 monthly
G3.B1.S1.A1 A359570	Teachers will utilize the SWPBS matrix to guide instructional lessons throughout the year.	Pasquariello, Kathy	9/20/2017	Monthly updates at the SWPBS meetings.	5/22/2018 monthly
G3.MA1 M384176	Student math performance	Pasquariello, Kathy	10/3/2017	Student math assessments will be monitored for progress	5/29/2018 monthly
G3.B1.S1.MA1 M384174	School reports will be monitored .	Folmar, Heather	10/3/2017	SWPBS monthly agendas will include discussion of monthly reports for attendance and discipline.	5/29/2018 monthly
G1.MA1 M384165	Assessment results from Unit assessments	Pasquariello, Kathy	10/2/2017	Assessment results will be monitored from students	10/2/2018 monthly
G1.B2.S1.MA1 M384163	Data results will be monitored for growth from pre to post assessments	Pasquariello, Kathy	10/2/2017	Assessment results from science assessments as well as lab results	10/2/2018 monthly
G1.B2.S1.MA1 M384164	Assessments and lesson outcomes from the STEM lab will be monitored	Pasquariello, Kathy	10/2/2017	Assessment results along with student products from the lab	10/2/2018 one-time
G1.B2.S1.A1 A359566	Teachers will utilize a STEM lab for providing critical thinking opportunities for students.		10/3/2017	Science FSA's and Unit assessments will be monitored throughout the year	10/2/2018 one-time
G2.B1.S1.MA1 M384167	Professional Development trainings will be supported and monitored	Pasquariello, Kathy	10/2/2017	PD agendas and notes	10/2/2018 monthly
G2.B1.S1.MA3 M384168	Classroom implementation will be monitored through regular classroom visits and walkthroughs	Pasquariello, Kathy	10/2/2017	Data from walkthroughs and student performance data	10/2/2018 one-time
G2.B1.S1.A1 A359567	A Professional Development calendar will be developed to support collaboration time for teachers.	Pasquariello, Kathy	10/2/2017	The PD calendar and agendas	10/2/2018 monthly

V. Professional Development Opportunities

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

G1. If we collaborate regularly as grade level and support teams, we will plan to provide effective and differentiated instruction to meet the needs of all students in alignment with the Pillar's high expectations.

G1.B2 Materials and space for providing hands on labs

G1.B2.S1 Provide a STEM lab with materials and lessons provided for teachers to provide STEM learning opportunities for students

PD Opportunity 1

Teachers will utilize a STEM lab for providing critical thinking opportunities for students.

Facilitator

Kathy Pasquariello

Participants

Teachers in 3-5

Schedule

On 10/2/2018

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by Grade 3 to at least 75% for the FY 18 school year.

G2.B1 Schedule does not allow for enough time for teachers to plan for reading and writing

G2.B1.S1 Utilize collaborative planning for teachers

PD Opportunity 1

A Professional Development calendar will be developed to support collaboration time for teachers.

Facilitator

Teacher reading leaders

Participants

Grade Level Teachers

Schedule

Monthly, from 10/2/2017 to 10/2/2018

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	Teachers will utilize a STEM lab for providing critical thinking opportunities for students.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	341000-SUPPLIES - GENERAL	2011 - Timber Trace Elementary School	School Improvement Funds		\$1,000.00
2	G2.B1.S1.A1	A Professional Development calendar will be developed to support collaboration time for teachers.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2011 - Timber Trace Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Professional development books for teachers</i>			
3	G2.B3.S1.A1	Collaborative planning for all teachers				\$0.00
4	G3.B1.S1.A1	Teachers will utilize the SWPBS matrix to guide instructional lessons throughout the year.				\$0.00
					Total:	\$2,000.00