

Volusia County Schools

Timbercrest Elementary School



2017-18 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) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 76% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 55% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | B | 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 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 Timbercrest 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.

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 Positive Behavior Leadership Team has been established 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. This year we will be implementing Florida's Positive Behavioral Interventions & Support Project (PBIS). The PBIS team comprised of administration and teacher leaders received Tier I training this summer. The team developed an action plan and will be training the entire faculty, staff, and student body upon their return.

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. In addition to counseling provided by the school, Children's Home Society will provide additional services to qualifying students.

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.

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 | |
| One or more suspensions | 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 | |
| Level 1 on statewide assessment | 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 | |

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 | |

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 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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442668>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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. We also host Meet the Teacher day, two Open House nights, and 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 are also starting a 4H club and campus beautification project which will involve parents and community members.

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 |
|-------------------|---------------------|
| McKinney , Kim | 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, PBIS 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 RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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 |
| Lindsey Novinich | Parent |
| April Jaques | Parent |
| Sharon Hovis | Education Support Employee |
| Thelma Dickens | Parent |
| Lonnie Tidmarsh | Principal |
| Tammy Soukup | Parent |
| April Brewer | Parent |
| Mary Hansen | Teacher |
| Carolina Artuz | Teacher |
| James Morrissey | Parent |
| Juan Jose Culpepper | Parent |
| Ashley Mason | Parent |
| Crystal Fowler | Student |
| Amanda Montoye | Parent |
| Renne Childs-Miller | Parent |
| Kimberley McKinney | Principal |

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

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 |
|-------------------|---------------------|
| McKinney , Kim | 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 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.

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, technology integration 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 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.

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

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 2017 - 2018.

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 2017 - 2018. 1a

G099200

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 70.0 |
| FSA Mathematics Achievement | 75.0 |
| FCAT 2.0 Science Proficiency | 70.0 |
| ELA/Reading Gains | 60.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| Math Gains | 63.0 |
| Math Lowest 25% Gains | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and implementation strategies of and for the SHIFTS.
- Student Conduct/Discipline
- Lack of time for extended PLC's and planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Leaders
- Title I Funding
- 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]
- Positive Behavioral Interventions & Support Program

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Kim McKinney

Schedule

Monthly, from 9/1/2017 to 6/8/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Kim McKinney

Schedule

On 2/16/2018

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Kim McKinney

Schedule

Annually, from 5/25/2018 to 7/13/2018

Evidence of Completion

Step Zero for 2018-2019 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 2017 - 2018. 1

 G099200

G1.B1 Lack of knowledge and implementation strategies of and for the SHIFTS. 2

 B267086

G1.B1.S1 Provide Training / Professional Development in Instructional SHIFTS [Math and ELA] 4

 S282971

Strategy Rationale

Increase % of teachers implementing the Instructional SHIFTS

Action Step 1 5

Include professional learning and discussion for Math and ELA: Core Practices during PLC's.

Person Responsible

Tara Ossler

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Sign-In Sheets and Agendas

Action Step 2 5

Implement the knowledge and skills learned during each Professional Learning session

Person Responsible

Carla Bolden

Schedule

Daily, from 8/15/2017 to 5/31/2018

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Tara Ossler

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

VSET conferences, Academic Coaching Logs- Bolden and Ossler

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

Conduct monthly data walks

Person Responsible

Kim McKinney

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

notes and data collected

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

Coaches observe and provide feedback to teachers

Person Responsible

Carla Bolden

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

Coaches' calendars

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

Review lesson plans submitted

Person Responsible

Lonnie Tidmarsh

Schedule

Monthly, from 9/1/2017 to 7/1/2018

Evidence of Completion

lesson plans

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

Admin and Teacher Data Chats

Person Responsible

Kim McKinney

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

data chats/logs/progress monitoring documents

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

School Leadership Team Meetings to analyze school-wide data

Person Responsible

Kim McKinney


Schedule

Monthly, from 9/1/2017 to 7/1/2018

Evidence of Completion

school and district data, SLT meeting agendas and notes

G1.B5 Student Conduct/Discipline 2

 B267090

G1.B5.S1 Implementation of PBIS action plan and learned strategies to increase positive student behavior. 4

 S282972

Strategy Rationale

Increase in student engagement and achievement.

Action Step 1 5

Train PBIS team to implement strategies learned to increase student engagement and achievement.

Person Responsible

Lonnie Tidmarsh

Schedule

On 6/20/2017

Evidence of Completion

Sign In sheets from PD

Action Step 2 5

Train all faculty, staff, and students, and families on PBIS strategies.

Person Responsible

Lonnie Tidmarsh

Schedule

Monthly, from 8/8/2017 to 6/8/2018

Evidence of Completion

PD Sign In sheets and PBIS monthly meeting sign in sheets

Action Step 3 5

Implementation of PBIS strategies and monitoring effectiveness of strategies.

Person Responsible

Lonnie Tidmarsh

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Classroom walk-through data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Classroom Walk-throughs

Person Responsible

Lonnie Tidmarsh

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Data from classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Discipline referral data will be tracked

Person Responsible

Lonnie Tidmarsh


Schedule

Monthly, from 8/14/2017 to 6/8/2018


Evidence of Completion

Decrease in the number of discipline referrals

G1.B8 Lack of time for extended PLC's and planning 2

 B267093

G1.B8.S1 Provide extended PLC/Planning days 4

 S282974

Strategy Rationale

To reflectively respond to data by planning rigorous and equitable instruction.

Action Step 1 5

Provide extended PLC/planning days once per quarter

Person Responsible

Kim McKinney

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC minutes/ Title I sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Track PLC participation to ensure equity of dissemination of data and standards

Person Responsible

Kim McKinney

Schedule

Quarterly, from 8/14/2017 to 6/8/2018

Evidence of Completion

PLC minutes and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Classroom walk through data and VXT data

Person Responsible

Kim McKinney

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Increase in standards aligned rigorous instruction. Increase in student achievement on VXT's

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 | | | | | |
| G1.B5.S1.A1 A381804 | Train PBIS team to implement strategies learned to increase student engagement and achievement. | Tidmarsh, Lonnie | 6/19/2017 | Sign In sheets from PD | 6/20/2017 one-time |
| G1.MA2 M415060 | SIP Midyear Review | McKinney , Kim | 2/16/2018 | Midyear Review in CIMS | 2/16/2018 one-time |
| G1.B1.S1.MA1 M415050 | Admin and Teacher Data Chats | McKinney , Kim | 9/1/2017 | data chats/logs/progress monitoring documents | 5/31/2018 quarterly |
| G1.B1.S1.MA1 M415052 | Conduct monthly data walks | McKinney , Kim | 9/1/2017 | notes and data collected | 5/31/2018 monthly |
| G1.B1.S1.MA2 M415053 | Coaches observe and provide feedback to teachers | Bolden, Carla | 9/1/2017 | Coaches' calendars | 5/31/2018 daily |
| G1.B1.S1.A1 A381801 | Include professional learning and discussion for Math and ELA: Core Practices during PLC's. | Ossler, Tara | 8/15/2017 | Sign-In Sheets and Agendas | 5/31/2018 monthly |
| G1.B1.S1.A2 A381802 | Implement the knowledge and skills learned during each Professional Learning session | Bolden, Carla | 8/15/2017 | Lesson plans, VSET walkthroughs and observations, data walks, student scores and grades | 5/31/2018 daily |
| G1.B1.S1.A3 A381803 | Monitor and provide feedback and coaching (as needed) for each Professional Learning | Ossler, Tara | 9/1/2017 | VSET conferences, Academic Coaching Logs- Bolden and Ossler | 5/31/2018 monthly |
| G1.B8.S1.A1 A381807 | Provide extended PLC/planning days once per quarter | McKinney , Kim | 8/14/2017 | PLC minutes/ Title I sign in sheets | 6/1/2018 quarterly |
| G1.MA1 M415059 | SIP Progress Monitoring Meeting | McKinney , Kim | 9/1/2017 | SIP Progress Monitoring Meeting Minutes and Sign-In Sheet | 6/8/2018 monthly |
| G1.B5.S1.MA1 M415055 | Discipline referral data will be tracked | Tidmarsh, Lonnie | 8/14/2017 | Decrease in the number of discipline referrals | 6/8/2018 monthly |
| G1.B5.S1.MA1 M415056 | Classroom Walk-throughs | Tidmarsh, Lonnie | 8/14/2017 | Data from classroom walk throughs | 6/8/2018 monthly |
| G1.B5.S1.A2 A381805 | Train all faculty, staff, and students, and families on PBIS strategies. | Tidmarsh, Lonnie | 8/8/2017 | PD Sign In sheets and PBIS monthly meeting sign in sheets | 6/8/2018 monthly |
| G1.B5.S1.A3 A381806 | Implementation of PBIS strategies and monitoring effectiveness of strategies. | Tidmarsh, Lonnie | 8/14/2017 | Classroom walk-through data | 6/8/2018 monthly |
| G1.B8.S1.MA1 M415057 | Classroom walk through data and VXT data | McKinney , Kim | 8/14/2017 | Increase in standards aligned rigorous instruction. Increase in student achievement on VXT's | 6/8/2018 monthly |
| G1.B8.S1.MA1 M415058 | Track PLC participation to ensure equity of dissemination of data and standards | McKinney , Kim | 8/14/2017 | PLC minutes and sign in sheets | 6/8/2018 quarterly |
| G1.B1.S1.MA5 M415051 | School Leadership Team Meetings to analyze school-wide data | McKinney , Kim | 9/1/2017 | school and district data, SLT meeting agendas and notes | 7/1/2018 monthly |
| G1.B1.S1.MA4 M415054 | Review lesson plans submitted | Tidmarsh, Lonnie | 9/1/2017 | lesson plans | 7/1/2018 monthly |
| G1.MA3 M415061 | State Assessment Results | McKinney , Kim | 5/25/2018 | Step Zero for 2018-2019 SIP | 7/13/2018 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 2017 - 2018.

G1.B1 Lack of knowledge and implementation strategies of and for the SHIFTS.

G1.B1.S1 Provide Training / Professional Development in Instructional SHIFTS [Math and ELA]

PD Opportunity 1

Include professional learning and discussion for Math and ELA: Core Practices during PLC's.

Facilitator

Tara Ossler, Carla Bolden and District Specialists

Participants

Timbercrest Faculty

Schedule

Monthly, from 8/15/2017 to 5/31/2018

G1.B5 Student Conduct/Discipline

G1.B5.S1 Implementation of PBIS action plan and learned strategies to increase positive student behavior.

PD Opportunity 1

Train PBIS team to implement strategies learned to increase student engagement and achievement.

Facilitator

Mandy Elzy

Participants

PBIS Team

Schedule

On 6/20/2017

PD Opportunity 2

Train all faculty, staff, and students, and families on PBIS strategies.

Facilitator

PBIS Team

Participants

Faculty, staff, students, families

Schedule

Monthly, from 8/8/2017 to 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|--|-----------------|-----|--------------|
| 1 | G1.B1.S1.A1 | Include professional learning and discussion for Math and ELA: Core Practices during PLC's. | | | | \$101,184.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 100-Salaries | 6781 - Timbercrest Elementary School | Title I, Part A | | \$101,184.00 |
| | | | Notes: Use Title 1 Funds to pay for an ELA and Math coach to support knowledge and implementation of the instructional shifts. | | | |
| 2 | G1.B1.S1.A2 | Implement the knowledge and skills learned during each Professional Learning session | | | | \$2,622.72 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 6781 - Timbercrest Elementary School | Title, I Part A | | \$2,622.72 |
| | | | Notes: Family Engagement - Family Math, Science and Literacy Nights. After hours conferencing. | | | |
| 3 | G1.B1.S1.A3 | Monitor and provide feedback and coaching (as needed) for each Professional Learning | | | | \$0.00 |
| 4 | G1.B5.S1.A1 | Train PBIS team to implement strategies learned to increase student engagement and achievement. | | | | \$0.00 |
| 5 | G1.B5.S1.A2 | Train all faculty, staff, and students, and families on PBIS strategies. | | | | \$0.00 |
| 6 | G1.B5.S1.A3 | Implementation of PBIS strategies and monitoring effectiveness of strategies. | | | | \$0.00 |
| 7 | G1.B8.S1.A1 | Provide extended PLC/planning days once per quarter | | | | \$17,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 6781 - Timbercrest Elementary School | Title, I Part A | | \$17,600.00 |
| | | | Notes: NotesProvide times on a quarterly basis for grade level PLCs to meet, analyze data and collaborate on lesson plans | | | |
| Total: | | | | | | \$121,406.72 |