

students

school

teaching

improvement

strategic

collaborative

family

environment

instruction

needs

goals

mission

vision

public

and

community

involvement

planning

building

relationships

achievement

supportive

problem solving

8-Step

effective

leadership

ambitious

strategies

resources

assessment

zero

college

and

career

public

and

mission

vision

Timbercrest Elementary School

2401 EUSTACE AVE, Deltona, FL 32725

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

66%

Alternative/ESE Center

No

Charter School

No

Minority

49%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

B

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

We believe that students will learn when...

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

School Environment

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

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

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

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

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

A Behavior Leadership Team is put together every year to discuss areas of strengths or problems the students or staff face. Reward programs are created to promote attendance, no tardies, and positive behaviors. Teachers are trained every year on the referral process and classroom management techniques.

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

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

Early Warning Systems

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

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

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

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

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

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

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	7	3	12

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Timbercrest will use the Parent Involvement Plan

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

Timbercrest will hold Parent Involvement Nights such as a Math Night, which will include the Professional Development Team and Interns from UCF and DSC. At Open House, a parent meeting will occur with the topic of Homework Night, utilizing tri-fold boards for at home use. 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.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Tuten, Susan	Principal
Tidmarsh, Lonnie	Assistant Principal
Barsanti-Ventura, Anna	Teacher, K-12
Canup, Katie	Teacher, K-12
Cook, Tricia	Teacher, K-12
Ginn, Michelle	Teacher, K-12
Gould, Kendra	Teacher, ESE
Granger, Delton	Teacher, K-12
Harris, Jaime	Teacher, K-12
Kosar, Olga	Teacher, K-12
Moye, Tarsha	Teacher, ESE
Ossler, Tara	Teacher, K-12
Plavchan, Krista	Teacher, K-12
Smith, Debbie	Teacher, K-12
Sorenson, Deborah	Teacher, K-12
Heckler, Jessica	Instructional Coach
Bolden, Carla	Instructional Coach

Duties

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

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nicoleta Wells	Teacher
Susan Tuten	Principal
Anna Barsanti-Ventura	Teacher
Marla Barto	Parent
Anthony Novinich	Parent
Lindsey Novinich	Parent
Machelle Greenwood	Parent
Sheryl Chase	Teacher
April Jaques	Parent
Sharon Hovis	Education Support Employee
Iris Wiseman	Parent
Kim Girffin	Parent
Thelma Dickens	Parent
Phyllis Jones	Parent
Lonnie Tidmarsh	Principal
Tiffany Staton	Parent
Sheena Heller	Parent
Tammy Soukup	Parent
Mandie Jergens	Parent
April Brewer	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC met once the SIP was written to make changes (if necessary), and to approve. Each section was broken down for all stakeholders. All data was evaluated and discussed, as well as ideas about possible barriers and strategies for improvement.

Development of this school improvement plan

SAC meets monthly to review previous month's minutes, requests for funds, the budget, District Advisory Council updates, Accreditation progress, public input and provide any needed trainings for

the committee. The SAC also is updated on any new projects, events, data and the progress of our current School Improvement Plan.

Preparation of the school's annual budget and plan

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

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

Our SAC had a balance of \$8130.39. Our SAC Chair, Nicoletta Wells, receives \$500 for her service to the committee in her role as Chair. \$34.75 was used for the Retirement system and \$38.25 went to Social Security. The remaining \$7557.39 was held in the SAC Budget. Funds on hand were not spent on projects for the 2013-2014 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Canup, Katie	Teacher, K-12
Cook, Tricia	Teacher, K-12
Ginn, Michelle	Teacher, K-12
Gould, Kendra	Teacher, K-12
Granger, Delton	Teacher, K-12
Harris, Jaime	Teacher, K-12
Kosar, Olga	Teacher, K-12
Moye, Tarsha	Teacher, ESE
Ossler, Tara	Teacher, K-12
Plavchan, Krista	Teacher, K-12
Smith, Debbie	Teacher, K-12
Sorenson, Deborah	Teacher, K-12
Tidmarsh, Lonnie	Assistant Principal
Tuten, Susan	Principal
Heckler, Jessica	Instructional Coach
Bray, Gina	Instructional Media
Bolden, Carla	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Timbercrest Elementary is a Professional Learning Community School. All grade levels do team planning to focus on academic achievement. We work in conjunction with our Academic Coach and Reading Intervention Teacher to gain as many resources as possible. We also remain current on Professional Development for educational trends driven by data

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

Timbercrest Elementary is a Professional Development School in partnership with the University of Central Florida and Daytona State. We have 28 Clinical Ed certified teachers on campus who serve as supervising teachers for the junior and senior interns from the University of Central Florida and Daytona State College.

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

Jessica Heckler, Academic Coach, is our school's Professional Development School Chair. Our principal, Susan Tuten, serves on the UCF Professional Development School Governance Council.

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

Timbercrest currently has three new to teaching teachers. Each teacher is assigned a district level mentor, and we provided a grade level mentor. New teachers attend a Beginning Teacher meeting two times a quarter to address hurdles overcome, anticipate barriers as well as to review upcoming requirements.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 1,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Heckler, Jessica, jlheckle@volusia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 240

The Daily 5 Book Study

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Tidmarsh, Lonnie, ljtidmar@volusia.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

NA

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

NA

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

NA

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

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 plan collaboratively with high expectations for quality ELA lessons including writing across the curriculum, then Timbercrest will place in the 50th percentile statewide for ELA performance in 2014-2015

Strategic Goals Detail

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

G1. If teachers plan collaboratively with high expectations for quality ELA lessons including writing across the curriculum, then Timbercrest will place in the 50th percentile statewide for ELA performance in 2014-2015 **1a**

 G043892

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Finding quality writers
- Lack of Formative and Summative Assessments
- Professional Development for Primary grades only
- Lack of time for implementation of new material
- Lack of resources available for Response to Literature.

Plan to Monitor Progress Toward G1. 8

A review of our lowest 30% successes and continued needs will be a part of our PLC agenda. Discussions will include what to continue, modify or discontinue in order to continue positive learning gains for our lowest 30%.

Person Responsible

Susan Tuten

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grade level lowest 30% spreadsheet

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers plan collaboratively with high expectations for quality ELA lessons including writing across the curriculum, then Timbercrest will place in the 50th percentile statewide for ELA performance in 2014-2015 **1**

 G043892

G1.B13 Finding quality writers **2**

 B107801

G1.B13.S1 Teachers will look to outside resources to bring quality writers into the classroom. **4**

 S119237

Strategy Rationale

The use of quality writers can benefit the students. Strategies and techniques can be taught to promote success.

Action Step 1 **5**

Our school will work in PLC's, across grade levels, and across the district to find successful writing resources, schedule visits from quality writers, and implement a curriculum with preferred rubrics.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Discussion Forms

Action Step 2 5

Thinking Maps Professional Development

Person Responsible

Jessica Heckler

Schedule

On 10/1/2014

Evidence of Completion

Thinking Map examples will be collected to show implementation and knowledge.

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Teachers will monitor students' writing with the aid of rubrics and the continuous use of writing resources and the use of Thinking Maps.

Person Responsible

Jessica Heckler

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will collect writing samples throughout the year and score according to rubrics.

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Writing will be monitored in PLC meetings, meeting across the grade levels, and during data chats with administration.

Person Responsible

Susan Tuten


Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Writing samples and Thinking Map examples will be taken to discuss at team level meetings, as well as across the grade levels.

G1.B14 Lack of Formative and Summative Assessments 2

 B107802

G1.B14.S1 Teachers will meet as a grade level once a quarter to create Formative and Summative Assessments, as well as use the Volusia County School Collaboration Site. 4

 S119243

Strategy Rationale

By writing as a team and using the Collaboration Site, teachers will spend less time writing assessments and work more on collaborating as a team and analyzing evidence.

Action Step 1 5

Teachers will create Formative and Summative assessments based on the standards taught and assessed in team meetings held throughout the year.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Using the Curriculum Maps given, teachers will write necessary assessments to be used throughout the year and progress monitored using eduphoria and/or Pinnacle reports

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Assessments written will be monitored by data tracking and proficiency of the state standards taught.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

All Formative and Summative assessments will be implemented and data collected throughout the year to analyze data among grade level.

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

The effectiveness of the implementation of the Formative and Summative assessments will be monitored through data analysis and proficiency of the students on district and state assessments

Person Responsible

Susan Tuten


Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

VIMS reports

G1.B15 Professional Development for Primary grades only 2

 B107803

G1.B15.S1 Using the information attained in the Professional Development for Primary grades, teachers can share knowledge with other grade levels. 4

 S119285

Strategy Rationale

By meeting across the grade levels, there will be continuous growth in ELA support and teaching.

Action Step 1 5

Professional Development opportunities will be given to teachers to help improve proficiency in ELA.

Person Responsible

Jessica Heckler

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Adhoc reports via MyPGS.

Plan to Monitor Fidelity of Implementation of G1.B15.S1 6

Lesson Plans

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

VIMS

Plan to Monitor Effectiveness of Implementation of G1.B15.S1 7

Quarterly data meetings with grade levels and administration

Person Responsible

Susan Tuten


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development Evaluation Implementation Guide

G1.B16 Lack of time for implementation of new material **2**

 B107804

G1.B16.S1 Scheduling appropriate times for meetings to plan, create assessments, and collaboration of implementation of new instructional practices. **4**

 S119338

Strategy Rationale

The use of proper scheduling of meetings and teaching will help in successful instruction.

Action Step 1 **5**

Scheduling of team level articulation meetings

Person Responsible

Susan Tuten

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and Pinnacle reports

Plan to Monitor Fidelity of Implementation of G1.B16.S1 **6**

Lesson plans, scheduling, and meetings will be monitored monthly within grade levels.

Person Responsible

Susan Tuten

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Time issues will be discussed at monthly PLC meetings and strategies will be identified.

Plan to Monitor Effectiveness of Implementation of G1.B16.S1 7

Time effectiveness will be monitored.

Person Responsible

Susan Tuten


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grade level teams will discuss pros and cons of time strategies and make changes if necessary.

G1.B17 Lack of resources available for Response to Literature. 2

 B107805

G1.B17.S1 We will collaborate among grade levels, across grade levels, and use the Volusia County Collaboration site to find and create resources for Response to Literature. 4

 S119384

Strategy Rationale

By meeting with all grade levels and using the collaboration site, teachers will create a larger portfolio of materials to aid in the implementation of Response to Literature.

Action Step 1 5

Creating resources and materials to use for Response to Literature

Person Responsible

Jessica Heckler

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, PLC discussion forms, weekly grade chair meetings

Action Step 2 5

Thinking Map Professional Development

Person Responsible

Anna Barsanti-Ventura

Schedule

On 10/1/2014

Evidence of Completion

Thinking Map examples will be collected to show implementation and knowledge.

Plan to Monitor Fidelity of Implementation of G1.B17.S1 6

Professional Development opportunities will be given for all classroom teachers for Response to Literature and the use of Thinking Maps

Person Responsible

Carla Bolden

Schedule

On 10/1/2014

Evidence of Completion

Response to Literature and Thinking Map implementation in classroom will be monitored via lesson plans and Professional Development Implementation Guide.

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

Response to Literature and Thinking Maps lessons will be documented in lesson plans.

Person Responsible

Susan Tuten

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and PLC minutes will be used as evidence to show Response to Literature implementation and the use of Thinking Maps.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B13.S1.A1	Our school will work in PLC's, across grade levels, and across the district to find successful writing resources, schedule visits from quality writers, and implement a curriculum with preferred rubrics.	Tuten, Susan	8/18/2014	PLC Discussion Forms	6/5/2015 monthly
G1.B14.S1.A1	Teachers will create Formative and Summative assessments based on the standards taught and assessed in team meetings held throughout the year.	Tuten, Susan	8/18/2014	Using the Curriculum Maps given, teachers will write necessary assessments to be used throughout the year and progress monitored using eduphoria and/or Pinnacle reports	6/5/2015 monthly
G1.B15.S1.A1	Professional Development opportunities will be given to teachers to help improve proficiency in ELA.	Heckler, Jessica	8/18/2014	Adhoc reports via MyPGS.	6/5/2015 semiannually
G1.B16.S1.A1	Scheduling of team level articulation meetings	Tuten, Susan	8/18/2014	Lesson plans and Pinnacle reports	6/5/2015 quarterly
G1.B17.S1.A1	Creating resources and materials to use for Response to Literature	Heckler, Jessica	8/18/2014	Lesson Plans, PLC discussion forms, weekly grade chair meetings	6/5/2015 monthly
G1.B13.S1.A2	Thinking Maps Professional Development	Heckler, Jessica	10/1/2014	Thinking Map examples will be collected to show implementation and knowledge.	10/1/2014 one-time
G1.B17.S1.A2	Thinking Map Professional Development	Barsanti-Ventura, Anna	10/1/2014	Thinking Map examples will be collected to show implementation and knowledge.	10/1/2014 one-time
G1.MA1	A review of our lowest 30% successes and continued needs will be a part of our PLC agenda. Discussions will include what to continue, modify or discontinue in order to continue positive learning gains for our lowest 30%.	Tuten, Susan	8/18/2014	Grade level lowest 30% spreadsheet	6/5/2015 quarterly
G1.B13.S1.MA1	Writing will be monitored in PLC meetings, meeting across the grade levels, and during data chats with administration.	Tuten, Susan	8/18/2014	Writing samples and Thinking Map examples will be taken to discuss at team level meetings, as well as across the grade levels.	6/5/2015 quarterly
G1.B13.S1.MA1	Teachers will monitor students' writing with the aid of rubrics and the continuous use of writing resources and the use of Thinking Maps.	Heckler, Jessica	8/18/2014	Teachers will collect writing samples throughout the year and score according to rubrics.	6/5/2015 quarterly
G1.B14.S1.MA1	The effectiveness of the implementation of the Formative and Summative assessments will be monitored through data analysis and proficiency of the students on district and state assessments	Tuten, Susan	8/18/2014	VIMS reports	6/5/2015 quarterly
G1.B14.S1.MA1	Assessments written will be monitored by data tracking and proficiency of the state standards taught.	Tuten, Susan	8/18/2014	All Formative and Summative assessments will be implemented and data collected throughout the year to analyze data among grade level.	6/5/2015 monthly
G1.B15.S1.MA1	Quarterly data meetings with grade levels and administration	Tuten, Susan	8/18/2014	Professional Development Evaluation Implementation Guide	6/5/2015 quarterly
G1.B15.S1.MA1	Lesson Plans	Tuten, Susan	8/18/2014	VIMS	6/5/2015 monthly
G1.B16.S1.MA1	Time effectiveness will be monitored.	Tuten, Susan	8/18/2014	Grade level teams will discuss pros and cons of time strategies and make changes if necessary.	6/5/2015 quarterly
G1.B16.S1.MA1	Lesson plans, scheduling, and meetings will be monitored monthly within grade levels.	Tuten, Susan	8/18/2014	Time issues will be discussed at monthly PLC meetings and strategies will be identified.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B17.S1.MA1	Response to Literature and Thinking Maps lessons will be documented in lesson plans.	Tuten, Susan	8/18/2014	Lesson plans and PLC minutes will be used as evidence to show Response to Literature implementation and the use of Thinking Maps.	6/5/2015 quarterly
G1.B17.S1.MA1	Professional Development opportunities will be given for all classroom teachers for Response to Literature and the use of Thinking Maps	Bolden, Carla	10/1/2014	Response to Literature and Thinking Map implementation in classroom will be monitored via lesson plans and Professional Development Implementation Guide.	10/1/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers plan collaboratively with high expectations for quality ELA lessons including writing across the curriculum, then Timbercrest will place in the 50th percentile statewide for ELA performance in 2014-2015

G1.B13 Finding quality writers

G1.B13.S1 Teachers will look to outside resources to bring quality writers into the classroom.

PD Opportunity 1

Thinking Maps Professional Development

Facilitator

Jessica Heckler

Participants

Classroom teachers

Schedule

On 10/1/2014

G1.B15 Professional Development for Primary grades only

G1.B15.S1 Using the information attained in the Professional Development for Primary grades, teachers can share knowledge with other grade levels.

PD Opportunity 1

Professional Development opportunities will be given to teachers to help improve proficiency in ELA.

Facilitator

District Personnel / Academic Coach

Participants

Classroom teachers

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

G1.B17 Lack of resources available for Response to Literature.

G1.B17.S1 We will collaborate among grade levels, across grade levels, and use the Volusia County Collaboration site to find and create resources for Response to Literature.

PD Opportunity 1

Creating resources and materials to use for Response to Literature

Facilitator

District Personnel / Academic Coach

Participants

Classroom teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Thinking Map Professional Development

Facilitator

Anna Barsanti-Ventura

Participants

Classroom Teachers

Schedule

On 10/1/2014

Technical Assistance Items

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

G1. If teachers plan collaboratively with high expectations for quality ELA lessons including writing across the curriculum, then Timbercrest will place in the 50th percentile statewide for ELA performance in 2014-2015

G1.B16 Lack of time for implementation of new material

G1.B16.S1 Scheduling appropriate times for meetings to plan, create assessments, and collaboration of implementation of new instructional practices.

PD Opportunity 1

Scheduling of team level articulation meetings

Facilitator

Susan Tuten

Participants

Classroom teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015