2013-2014 SCHOOL IMPROVEMENT PLAN

Timber Lakes Elementary
2149 CROWN HILL BLVD
Orlando, FL 32828
407-249-6177

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	37%

Alternative/ESE Center	Charter School	Minority Rate
No	No	63%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Timber Lakes Elementary

Principal
Arlene Carlock

School Advisory Council chair
Carole Rizzo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dennis Gonzalez	Assistant Principal
Elizabeth Bounds	Dean
Patricia Davis	CRT
Marta Gonzalez-Garcia	Placement Specialist
Alisha Penland	Guidance/Resource Teacher

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
Chair, Carole Rizzo
Co-Chair, Susan Brown
Secretary, Allison Jassum

Involvement of the SAC in the development of the SIP

The SAC met on a monthly basis to review and revise areas of the school improvement plan in 2012-2013. They also discussed concerns and made recommendations for the 2013-2014 school improvement plan.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) at Timber Lakes Elementary will meet a minimum of eight times. Meetings will be held monthly (with the exception of August, January, and June) on the first Thursday of each month. The agenda for each meeting will be set approximately one week prior but will generally include discussion on various curricular issues, review and monitoring of the School Improvement Plan, use of Florida School Recognition Funds, accountability, and school effectiveness surveys.

Projected use of school improvement funds, including the amount allocated to each project

Projected use will be to upgrade student computers.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Arlene Carlock		
Principal	Years as Administrator: 21	Years at Current School: 5

Credentials	Masters in Educational Leadership Certifications: Early Childhood Education, Elementary Education, Educational Leadership
Performance Record	2012-2013: Grade A High Standards in Reading: 82%, Math: 82%, Science: 77%, Writing: 61% Learning Gains in Reading: 82% Learning Gains in Math: 67% Lowest 25% making gains in Reading: 85% Lowest 25% making gains in Math: 64% 2011-2012: Grade A High Standards in Reading: 79%, Math: 83%, Science: 65%, Writing: 88% Learning Gains in Reading: 67% Learning Gains in Math: 79% Lowest 25% making gains in Reading: 61% Lowest 25% making gains in Math: 54% 2010-2011: Grade A (made AYP) High Standards in Reading: 90%, Math: 92%, Science: 77%, Writing: 85% Learning Gains in Reading: 79% Learning Gains in Math: 75% Lowest 25% making gains in Reading: 72% Lowest 25% making gains in Math: 74% 2009-2010: Grade A, failed to make AYP with English Language Learners (Reading) and Economically Disadvantaged (Math) subgroups High Standards in Reading: 87%, Math: 88%, Science: 63%, Writing: 92% Learning Gains in Reading: 77% Learning Gains in Math: 76% Lowest 25% making gains in Reading: 71% Lowest 25% making gains in Math: 79% 2008-2009: Grade A (made AYP) High Standards in Reading: 87%, Math: 87%, Science: 76%, Writing: 91% Learning Gains in Reading: 73% Learning Gains in Math: 69% Lowest 25% making gains in Reading: 53% Lowest 25% making gains in Math: 62%

Dennis Gonzalez		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Masters in Educational Leadership Certifications: Elementary Education, Educational Leadership
Performance Record	2012-2013: Grade A High Standards in Reading: 82%, Math: 82%, Science: 77%, Writing: 61% Learning Gains in Reading: 82% Learning Gains in Math: 67% Lowest 25% making gains in Reading: 85% Lowest 25% making gains in Math: 64%

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Patricia Davis		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5

Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS
Credentials	Bachelors in Elementary Education K-6 Certificates: Elementary Education and ESOL Endorsement
Performance Record	2012-2013: Grade A High Standards in Reading: 82%, Math: 82%, Science: 77%, Writing: 61% Learning Gains in Reading: 82% Learning Gains in Math: 67% Lowest 25% making gains in Reading: 85% Lowest 25% making gains in Math: 64% 2011-2012: Grade A High Standards in Reading: 79%, Math: 83%, Science: 65%, Writing: 88% Learning Gains in Reading: 67% Learning Gains in Math: 79% Lowest 25% making gains in Reading: 61% Lowest 25% making gains in Math: 54% 2010-2011: Grade A (made AYP) High Standards in Reading: 90%, Math: 92%, Science: 77%, Writing: 85% Learning Gains in Reading: 79% Learning Gains in Math: 75% Lowest 25% making gains in Reading: 72% Lowest 25% making gains in Math: 74% 2009-2010: Grade A, failed to make AYP with English Language Learners (Reading) and Economically Disadvantaged (Math) subgroups High Standards in Reading: 87%, Math: 88%, Science: 63%, Writing: 92% Learning Gains in Reading: 77% Learning Gains in Math: 76% Lowest 25% making gains in Reading: 71% Lowest 25% making gains in Math: 79% 2008-2009: Grade A (made AYP) High Standards in Reading: 87%, Math: 87%, Science: 76%, Writing: 91% Learning Gains in Reading: 73% Learning Gains in Math: 69% Lowest 25% making gains in Reading: 53% Lowest 25% making gains in Math: 62%

Elizabeth Bounds		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS, Other
Credentials	Masters in Educational Leadership Certification: Educational Leadership, Elementary Education
Performance Record	2012-2013: Grade A High Standards in Reading: 82%, Math: 82%, Science: 77%, Writing: 61% Learning Gains in Reading: 82% Learning Gains in Math: 67% Lowest 25% making gains in Reading: 85% Lowest 25% making gains in Math: 64% 2011-2012: Grade A High Standards in Reading: 79%, Math: 83%, Science: 65%, Writing: 88% Learning Gains in Reading: 67% Learning Gains in Math: 79% Lowest 25% making gains in Reading: 61% Lowest 25% making gains in Math: 54% 2010-2011: Grade A (made AYP) High Standards in Reading: 90%, Math: 92%, Science: 77%, Writing: 85% Learning Gains in Reading: 79% Learning Gains in Math: 75% Lowest 25% making gains in Reading: 72% Lowest 25% making gains in Math: 74% 2009-2010: Grade A, failed to make AYP with English Language Learners (Reading) and Economically Disadvantaged (Math) subgroups High Standards in Reading: 87%, Math: 88%, Science: 63%, Writing: 92% Learning Gains in Reading: 77% Learning Gains in Math: 76% Lowest 25% making gains in Reading: 71% Lowest 25% making gains in Math: 79% 2008-2009: Grade A (made AYP) High Standards in Reading: 87%, Math: 87%, Science: 76%, Writing: 91% Learning Gains in Reading: 73% Learning Gains in Math: 69% Lowest 25% making gains in Reading: 53% Lowest 25% making gains in Math: 62%

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
46, 90%

 # Highly Qualified Teachers
100%

 # certified in-field
51, 100%

 # ESOL endorsed
37, 73%

 # reading endorsed
9, 18%

 # with advanced degrees
15, 29%

 # National Board Certified
1, 2%

 # first-year teachers
5, 10%

 # with 1-5 years of experience
14, 27%

 # with 6-14 years of experience
25, 49%

 # with 15 or more years of experience
7, 14%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Ms. Carlock has established a positive culture with high expectations for all teachers and a clear vision to be the top producer of successful students in the nation. Her open door policy allows her to

be accessible to all teachers at any time and has developed constructive relationships with the staff and the community.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Timber Lakes Elementary School's teacher mentoring program pairs first year teachers and new to the school with peers that are within the same grade level. The pairing of teachers is based on grade level experience, compatibility, and length of time teaching at Timber Lakes. The mentors/mentees meet once a month with the principal, assistant principal, CRT, and/or instructional coaches to discuss concerns, questions, or various upcoming projects. The first year teachers participate in the Orange County beginning teacher program throughout the year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team will
use data to help generate goals and decisions. The team will meet regularly to engage in the following: review universal screening data and link to instructional decisions; review progress monitoring data at the
grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate
risk or at high risk for not meeting benchmarks. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS team will evaluate additional staff professional development needs during the MTSS Leadership bi-monthly team meetings. The team will also meet to discuss academic and social/emotional areas that need to be addressed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

-All teachers are required to maintain and review data binders for their class (Performance Matters, FAIR, FCAT, SuccessMaker, and curriculum based tests).
-All student data is reviewed in bi-monthly grade level PLC data meetings with the leadership team.
-If academic gaps are determined, the MTSS team develops and implements an intervention to target the student's needs.
-The teacher progress monitors the student.
-The leadership team and teacher will review and evaluate student progress to determine effectiveness of the intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Our baseline data will be FAIR, FCAT and teacher assessments. Our progress monitoring will be curriculum based measurements, FAIR, ongoing progress monitoring (OPM), Performance Matters, and FCAT simulations. Our mid-year data will be FAIR and Performance Matters and end-of-year data will be FCAT, FAIR, and Performance Matters.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Leadership Team will be meeting bi-monthly to review on-going progress monitoring of students needing
additional support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,250

-Focus will be on Reading and Math FCAT Level 1 and 2 in fourth and fifth grades as well as retained third grade students.
-Students will meet after school twice a week with a Timber Lakes instructor to target student needs and increase student achievement (S).
-Teachers will use Florida Coach in small groups as well as differentiate their instruction to target student deficiencies (N).

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

-Performance Matters Assessments
-SuccessMaker Reports

Who is responsible for monitoring implementation of this strategy?

Administration, Dean, CRT, and classroom teacher.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Arlene Carlock	Principal

Name	Title
Dennis Gonzalez	Assistant Principal
Patricia Davis	CRT
Martha O'Connell	Kindergarten Teacher
Amy Tyler	First Grade Teacher
Connie Young	Second Grade Teacher
Brittany O'Sullivan	Third Grade Teacher
Julie Wygle	Fourth Grade Teacher
Sarita Miller	Fifth Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to build knowledge and analyze school data in order to determine how to improve teaching and learning. During these planning sessions we determine ways to provide teachers with opportunities to share what they know, discuss what they want to learn, and connect
new concepts and strategies to their own unique context (professional growth plans).
Team members also participate in examining student work at weekly professional learning community meetings. These blocks of time allow teachers to work and learn collaboratively, team plan, share and evaluate. This collaborative process directly connects new learning to practices and student work. Meeting
with the PLCs helps the team determine how they can best support their colleagues in their endeavors to enhance student achievement. Using this method of professional development allows the teachers to correlate student achievement increases during each assessment period with professional development and
school change.

Major initiatives of the LLT

The Literacy Leadership Team's major initiatives for 2013 - 2014 include the following:
- Support teachers in analyzing data and forming small groups to provide differentiated instruction for students.
- Create a data wall of FAIR, Performance Matters, and FCAT data by grade levels.
- Facilitate professional development groups (e.g. standards-based instruction, common formative assessment, progress monitoring, deliberate practice).
- Assist teachers in implementing collaborative structures in their classrooms.
- Support teachers in their understanding and application of Webb's Depth of Knowledge
- Support teachers in their understanding of the newly implemented Marzano Elements within Design Question 3, 4, and 9.
-Support teachers in their understanding of the entire Marzano Teacher Evaluation Model via professional development.
- Support teachers in planning for and providing differentiated instruction to meet the learning needs of all
students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

-Data meetings will be conducted bi-monthly with the grade level teams and the MTSS team.
-Every teacher is required to maintain and review all data on every student. (FCAT, FAIR, Performance

Matters, and SuccessMaker)
-The teacher is required to progress monitor the data to guide their instruction (whole group and small group) and ensure every lesson is taught with rigor.
-Every teacher is responsible for every student in their class, provide interventions, and discuss any concerns with the MTSS Team.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

-Students and parents will be given an orientation about rules and procedures at Timber Lakes
-Each teacher will provide parents with daily progress reports and establish ongoing communication with parents
-Teachers will establish classroom rules and procedures within the first couple of weeks of school in order to maintain an effective classroom environment
-Students will be assessed to determine grade level base line data
-Parents will be informed of student academic needs, progress, and end of the year academic goals

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	82%	Yes	79%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	76%	63%	No	78%
Hispanic	74%	79%	Yes	77%
White	77%	92%	Yes	79%
English language learners	69%	75%	Yes	72%
Students with disabilities	48%	44%	No	54%
Economically disadvantaged	68%	74%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	29%	32%
Students scoring at or above Achievement Level 4	191	53%	56%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	183	82%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	33	85%	88%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	72	63%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	44%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	51	48%	51%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	87	78%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	82%	Yes	81%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	73%	69%	No	75%
Hispanic	74%	73%	No	77%
White	83%	94%	Yes	84%
English language learners	75%	69%	No	78%
Students with disabilities	57%	50%	No	61%
Economically disadvantaged	71%	68%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	32%	35%
Students scoring at or above Achievement Level 4	180	50%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	149	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	64%	67%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	81%
American Indian				
Asian	100%		No	100%
Black/African American	73%		No	75%
Hispanic	74%		No	77%
White	83%		No	84%
English language learners	75%		No	78%
Students with disabilities	57%		No	61%
Economically disadvantaged	71%		No	74%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	26%	29%
Students scoring at or above Achievement Level 4	76	51%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	10	90%	93%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	0%
Students who are not proficient in reading by third grade	25	16%	13%
Students who receive two or more behavior referrals	1	14%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent involvement is paramount to student success. Timber Lakes Elementary offers many opportunities for parents and guardians to be involved with their student. Parent involvement is measured using PTA memberships, OCPS ADDitions volunteer hours logs, sign-in sheets for Meet the Teacher and Open House, SAC enrollments, and visitor logs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase awareness of school events and activities	692	89%	92%

Goals Summary

G1. To increase the rigor for 4th grade writing instruction and to infuse more writing into other subject areas.

G2. To implement SuccessMaker effectively throughout all grade levels in order to assist teachers in identifying academic gaps and increase student achievement.

G3. To close achievement gaps for tier II and tier III students.

G4. Increase student engagement and achievement through our new Journeys reading curriculum.

G5. Increase student engagement and achievement through our new GO Math curriculum.

G6. Assist teachers in their understanding of the newly implemented elements within Design Question 3, 4, and 9.

Goals Detail

G1. To increase the rigor for 4th grade writing instruction and to infuse more writing into other subject areas.

Targets Supported
- Writing

Resources Available to Support the Goal
- Writing 45 Day writing plan
- Journeys Reading Curriculum
- Core Connections

Targeted Barriers to Achieving the Goal
- Students entering 4th grade are not prepared for the rigor of FCAT Writes.

Plan to Monitor Progress Toward the Goal

Increase in rigorous student writing activities across subject areas.

Person or Persons Responsible
Teacher, Administration, Dean, & CRT

Target Dates or Schedule:
Daily

Evidence of Completion:
Student samples, FCAT Writes

G2. To implement SuccessMaker effectively throughout all grade levels in order to assist teachers in identifying academic gaps and increase student achievement.

Targets Supported

Resources Available to Support the Goal
- SuccessMaker training for teachers new to the program.
- SuccessMaker training and follow up on how to access student data.

Targeted Barriers to Achieving the Goal
- Lack of understanding on how to use SuccessMaker to determine academic gaps and how to guide instruction.

Plan to Monitor Progress Toward the Goal

Successful usage of SuccessMaker.

Person or Persons Responsible
Administration, Dean, CRT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student understanding of grade level benchmarks.

G3. To close achievement gaps for tier II and tier III students.

Targets Supported
- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal
- -Journeys and Go Math Curriculum -Florida Ready -SuccessMaker

Targeted Barriers to Achieving the Goal
- Students are below grade level.

Plan to Monitor Progress Toward the Goal

Tier II and Tier III Achievement Gaps

Person or Persons Responsible
Teachers, Administration, CRT, & Dean

Target Dates or Schedule:
Daily

Evidence of Completion:
Closing academic gaps with Tier II and Tier III students

G4. Increase student engagement and achievement through our new Journeys reading curriculum.

Targets Supported

- Writing

- Science - Elementary School

Resources Available to Support the Goal

- Journeys Training

- Journeys online assessment piece

- IMS 2.0

Targeted Barriers to Achieving the Goal

- Lack of knowledge on how to use the curriculum effectively, including the tier II and tier III intervention pieces incorporated in the program.

Plan to Monitor Progress Toward the Goal

Student engagement and achievement are both high

Person or Persons Responsible

Administration, CRT, & Dean

Target Dates or Schedule:

Weekly

Evidence of Completion:

Journeys Assessments, Performance Matters, SuccessMaker Data

G5. Increase student engagement and achievement through our new GO Math curriculum.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- GO Math Training

- GO Math Online Interactive Curriculum

- IMS 2.0 Curriculum Information

- iPad technology tools aligned with GO Math

Targeted Barriers to Achieving the Goal

- Lack of knowledge on how to use the curriculum effectively, including the tier II and tier III intervention pieces incorporated in the program.

Plan to Monitor Progress Toward the Goal

Students are making gains in math and meeting high expectations of achievement

Person or Persons Responsible
Administration, CRT, & Dean

Target Dates or Schedule:
Bi-Weely

Evidence of Completion:
GO Math Assessments, Performance Matters, SuccessMaker data, and FCAT 2.0

G6. Assist teachers in their understanding of the newly implemented elements within Design Question 3, 4, and 9.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal
- Effective Educators online access to research information, resources, and videos on each particular element.
- Becoming a Reflective Teacher Text by Marzano
- Professional Learning Communities on targeted elements

Targeted Barriers to Achieving the Goal
- Understanding of particular elements within Design Question 3, 4, and 9.

Plan to Monitor Progress Toward the Goal

Teachers have a clear understanding of all elements within the teacher evaluation system

Person or Persons Responsible
Teachers, Administration, CRT, & Dean

Target Dates or Schedule:
Data Meetings, Grade Level Meetings, & Staff Meetings

Evidence of Completion:
Increase in student academic gains on Performance Matters, FAIR, and FCAT 2.0.

Action Plan for Improvement

Problem Solving Key

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

G1. To increase the rigor for 4th grade writing instruction and to infuse more writing into other subject areas.

G1.B1 Students entering 4th grade are not prepared for the rigor of FCAT Writes.

G1.B1.S1 To ensure teachers use the resources provided to increase student achievement as well as exposure to writing across different subject areas and curriculums (I).

Action Step 1

Use data to drive instruction and identify student needs

Person or Persons Responsible

Teacher, Administration, CRT, & Dean

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student work samples and rubric

Action Step 2

Identify components within Journeys that will help students with writing

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Assessments

Action Step 3

Core Connections professional development

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student work sample

Facilitator:

Lori Gandolfo

Participants:

All teachers

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

Resources are being used to challenge students and target student needs

Person or Persons Responsible

Teacher, Administration, Dean, & CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, classroom walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

Increase in the amount of rigorous lessons and activities

Person or Persons Responsible

Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom walkthroughs

G2. To implement SuccessMaker effectively throughout all grade levels in order to assist teachers in identifying academic gaps and increase student achievement.

G2.B1 Lack of understanding on how to use SuccessMaker to determine academic gaps and how to guide instruction.

G2.B1.S1 Professional Developments on how to access, interpret, and disaggregate SuccessMaker data reports to target student needs aligned with Common Core and NGSSS (N).

Action Step 1

Professional development for teachers new to SuccessMaker

Person or Persons Responsible

SuccessMaker Represetative

Target Dates or Schedule

September 12, 2013

Evidence of Completion

Sign in sheet, SuccessMaker groups created, courses assigned

Facilitator:

Santos Flores (SuccessMaker Representative)

Participants:

Teachers new to SuccessMaker and grade level team leaders

Action Step 2

Intense training on understanding data reports.

Person or Persons Responsible

Teachers, Administration, CRT, Dean

Target Dates or Schedule

Bi-Weekly Data Meetings

Evidence of Completion

Students meeting SuccessMaker Grade Level Equivalency

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

Student usage reports and cumulative performance reports

Person or Persons Responsible

Teacher, Administration, CRT

Target Dates or Schedule

Bi-Weely

Evidence of Completion

Student meeting usage requirement and reports brought to data meetings

Plan to Monitor Effectiveness of G2.B1.S1

Teachers are using data from SuccessMaker to drive instruction

Person or Persons Responsible

Teachers, Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Small group & differentiated instruction

G3. To close achievement gaps for tier II and tier III students.

G3.B1 Students are below grade level.

G3.B1.S1 Students will be provided small group differentiated instruction to target individual needs (I).

Action Step 1

Differentiated Classroom Instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Assessments

Action Step 2

Small group instruction

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Data

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

Targeted instruction to meet the needs of the student

Person or Persons Responsible

Administration, Dean, & CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Classroom Observations

Plan to Monitor Effectiveness of G3.B1.S1

Small group instruction rigorous and meeting the needs of the student

Person or Persons Responsible

Administration, Dean, & CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters, GO Math and Journeys Assessments

G3.B1.S2 Students will be provided an intense intervention that focuses on deficient academic areas and progress monitored N).

Action Step 1

Student needs are identified

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

GO Math and Journeys Assessments

Action Step 2

Student intervention that meets the needs of the student

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

GO Math and Journeys Assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Successful implementation of intervention

Person or Persons Responsible

Administration, Dean, & CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Curriculum Assessments, Performance Matters, SuccessMaker Data

Plan to Monitor Effectiveness of G3.B1.S2

Student academic gaps

Person or Persons Responsible

Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Curriculum Assessments, Performance Matters, SuccessMaker Data

G3.B1.S3 Student will be given time to work on deficient skills, strategies, and standards on SuccessMaker, as well as, progress monitored (N).

Action Step 1

Additional time spent on SuccessMaker

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student meeting required usage and grade level equivalency

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Successful usage working on individual student needs

Person or Persons Responsible

Teacher, Administration, Dean, CRT

Target Dates or Schedule

Daily

Evidence of Completion

Meeting SuccessMaker grade equivalency

Plan to Monitor Effectiveness of G3.B1.S3

Monitor continues effective usage

Person or Persons Responsible

Teacher, Administration, Dean, & CRT

Target Dates or Schedule

Daily

Evidence of Completion

Daily Usage Report

G4. Increase student engagement and achievement through our new Journeys reading curriculum.

G4.B1 Lack of knowledge on how to use the curriculum effectively, including the tier II and tier III intervention pieces incorporated in the program.

G4.B1.S1 To assist instructional staff on how to use the program effectively, with fidelity, and how to use the differentiated instruction piece to help student achievement (N).

Action Step 1

Professional Development on how differentiate instruction with Journeys

Person or Persons Responsible

Teacher, Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Student Assessments

Action Step 2

Continuous coaching

Person or Persons Responsible

Teachers, Administration, Dean, & CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Constructive feedback

Action Step 3

Journeys initial training on the parts of the program

Person or Persons Responsible

OCPS

Target Dates or Schedule

Pre-planning

Evidence of Completion

Sign in sheet, knowledge of how to navigate through the curriculum

Facilitator:

OCPS

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Ongoing classroom observations

Person or Persons Responsible

Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Effective feedback to teachers

Plan to Monitor Effectiveness of G4.B1.S1

Teachers understand how to differentiate instruction within the program and identify Tier II and Tier III students within a lesson

Person or Persons Responsible

Teachers, Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Student achievement on Journeys assessments

G5. Increase student engagement and achievement through our new GO Math curriculum.

G5.B1 Lack of knowledge on how to use the curriculum effectively, including the tier II and tier III intervention pieces incorporated in the program.

G5.B1.S1 To assist teachers on how to use the program effectively and with fidelity (N).

Action Step 1

Continuous coaching

Person or Persons Responsible

Teachers, Administration, Dean, & CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Constructive Feedback

Action Step 2

Initial training on GO Math curriculum

Person or Persons Responsible

Teacher

Target Dates or Schedule

Pre-planning

Evidence of Completion

GO Math Assessments

Facilitator:

OCPS Trainer

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Curriculum taught with rigor

Person or Persons Responsible

Administration, Dean, & CRT

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthroughs, formal and informal evaluations

Plan to Monitor Effectiveness of G5.B1.S1

Students are engaged in their learning, lessons are taught with rigor, and teachers are keeping with the pace of the curriculum

Person or Persons Responsible

Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs

G5.B1.S2 Professional development on how to incorporate Tier II and Tier III activities to target those students who don't understand the lesson (N).

Action Step 1

Review the method for identifying those students that need Tier II and Tier III interventions

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

System for monitoring daily student performance

Action Step 2

Review the tier activities with the teachers and how to incorporate them into the daily schedule

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Tier activities reviewed by teacher for understanding

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Identifying students that don't understand the lesson and in need of intervention

Person or Persons Responsible

Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of G5.B1.S2

Students meet in small group with the teacher to complete an intervention activity based on level of understanding

Person or Persons Responsible

Teacher, Administration, CRT, & Dean

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthroughs, student work

G6. Assist teachers in their understanding of the newly implemented elements within Design Question 3, 4, and 9.

G6.B1 Understanding of particular elements within Design Question 3, 4, and 9.

G6.B1.S1 Assist all teachers in understanding all elements within the Marzano framework (I).

Action Step 1

Provide professional development on all elements on the teacher evaluation system

Person or Persons Responsible

Administration, CRT, Dean

Target Dates or Schedule

Bi-Montly

Evidence of Completion

Classroom Walkthroughs and Informal Evaluations

Facilitator:

CRT, Dean, Administration

Participants:

All Teachers

Action Step 2

Professional Learning Communities on Deliberate Practice Element

Person or Persons Responsible

Teachers who selected the same Deliberate Practice Element

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Classroom Walkthroughs/Informal Evaluations and student evidence demonstrating strategies and skills being used

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Effective implementation of learned strategies within different Marzano Elements

Person or Persons Responsible

Administration, CRT, Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs, Informal, & Formal Evaluations

Plan to Monitor Effectiveness of G6.B1.S1

-Ongoing classroom observations -Ongoing PLC meetings

Person or Persons Responsible

Teachers, Administration, CRT, & Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Student Gains (Performance Matters, FCAT 2.0, and FAIR data)

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II: Eight teachers will attend the Florida Council of Teachers of Mathematics in Orlando, Florida to gain valuable knowledge and to be able to implement various strategies into everyday teaching of mathematics. The teachers attending the conference will also share strategies, techniques, and tools learned at the conference with colleagues.

SAI: Create a plan to extend learning on Tuesday and Thursday afternoons targeting FCAT Levels 1 and 2 in fourth and fifth grade as well as retained 3rd grade students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase the rigor for 4th grade writing instruction and to infuse more writing into other subject areas.

G1.B1 Students entering 4th grade are not prepared for the rigor of FCAT Writes.

G1.B1.S1 To ensure teachers use the resources provided to increase student achievement as well as exposure to writing across different subject areas and curriculums (I).

PD Opportunity 1

Core Connections professional development

Facilitator

Lori Gandolfo

Participants

All teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student work sample

G2. To implement SuccessMaker effectively throughout all grade levels in order to assist teachers in identifying academic gaps and increase student achievement.

G2.B1 Lack of understanding on how to use SuccessMaker to determine academic gaps and how to guide instruction.

G2.B1.S1 Professional Developments on how to access, interpret, and disaggregate SuccessMaker data reports to target student needs aligned with Common Core and NGSSS (N).

PD Opportunity 1

Professional development for teachers new to SuccessMaker

Facilitator

Santos Flores (SuccessMaker Representative)

Participants

Teachers new to SuccessMaker and grade level team leaders

Target Dates or Schedule

September 12, 2013

Evidence of Completion

Sign in sheet, SuccessMaker groups created, courses assigned

G4. Increase student engagement and achievement through our new Journeys reading curriculum.

G4.B1 Lack of knowledge on how to use the curriculum effectively, including the tier II and tier III intervention pieces incorporated in the program.

G4.B1.S1 To assist instructional staff on how to use the program effectively, with fidelity, and how to use the differentiated instruction piece to help student achievement (N).

PD Opportunity 1

Journeys initial training on the parts of the program

Facilitator

OCPS

Participants

All Teachers

Target Dates or Schedule

Pre-planning

Evidence of Completion

Sign in sheet, knowledge of how to navigate through the curriculum

G5. Increase student engagement and achievement through our new GO Math curriculum.

G5.B1 Lack of knowledge on how to use the curriculum effectively, including the tier II and tier III intervention pieces incorporated in the program.

G5.B1.S1 To assist teachers on how to use the program effectively and with fidelity (N).

PD Opportunity 1

Initial training on GO Math curriculum

Facilitator

OCPS Trainer

Participants

All Teachers

Target Dates or Schedule

Pre-planning

Evidence of Completion

GO Math Assessments

G6. Assist teachers in their understanding of the newly implemented elements within Design Question 3, 4, and 9.

G6.B1 Understanding of particular elements within Design Question 3, 4, and 9.

G6.B1.S1 Assist all teachers in understanding all elements within the Marzano framework (I).

PD Opportunity 1

Provide professional development on all elements on the teacher evaluation system

Facilitator

CRT, Dean, Administration

Participants

All Teachers

Target Dates or Schedule

Bi-Montly

Evidence of Completion

Classroom Walkthroughs and Informal Evaluations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase the rigor for 4th grade writing instruction and to infuse more writing into other subject areas.	$7,700
G2.	To implement SuccessMaker effectively throughout all grade levels in order to assist teachers in identifying academic gaps and increase student achievement.	$60,125
	Total	$67,825

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
General Budget	$60,125	$7,700	$67,825
Total	$60,125	$7,700	$67,825

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase the rigor for 4th grade writing instruction and to infuse more writing into other subject areas.

G1.B1 Students entering 4th grade are not prepared for the rigor of FCAT Writes.

G1.B1.S1 To ensure teachers use the resources provided to increase student achievement as well as exposure to writing across different subject areas and curriculums (I).

Action Step 3

Core Connections professional development

Resource Type

Professional Development

Resource

Funding Source

General Budget

Amount Needed

$7,700

G2. To implement SuccessMaker effectively throughout all grade levels in order to assist teachers in identifying academic gaps and increase student achievement.

G2.B1 Lack of understanding on how to use SuccessMaker to determine academic gaps and how to guide instruction.

G2.B1.S1 Professional Developments on how to access, interpret, and disaggregate SuccessMaker data reports to target student needs aligned with Common Core and NGSSS (N).

Action Step 1

Professional development for teachers new to SuccessMaker

Resource Type

Evidence-Based Program

Resource

Funding Source

General Budget

Amount Needed

$60,125