



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Timbercrest Elementary School

2401 EUSTACE AVE

Deltona, FL 32725

386-789-7262

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
66%

Alternative/ESE Center
No

Charter School
No

Minority Rate
49%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
B

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Timbercrest Elementary School

Principal

Susan Tuten

School Advisory Council chair

Nicoleta Wells

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

Name	Title
Delton Granger	Kindergarten Teacher
Deanna Deyne	First Grade Teacher
Jaime Harris	Second Grade Teacher
Krista Plavchan	Third Grade Teacher
Sarah Banta	Fourth Grade Teacher
Alicia Fiorica	Fifth Grade Teacher
Tara Ossler	Fifth Grade Teacher
Debbie Smith	PE Coach
Kendra Gould	ESE Teacher
Tarsha Moye	ESE Teacher
Susan Tuten	Principal
Lonnie Tidmarsh	Assistant Principal
Olga Kosar	ESOL Teacher
Michelle Ginn	Gifted Teacher
Deborah Sorenson	Gifted Teacher

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

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

Timbercrest's SAC consists of:

1 Administrator
3 Teachers
1 Support Staff
11 Parents

Involvement of the SAC in the development of the SIP

SAC meets monthly to review previous month's minutes, requests for funds, the budget, District Advisory Council Update, 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.

Activities of the SAC for the upcoming school year

SAC will:

Approve the bylaws that govern how SAC business is conducted.
Approve all SAC budget requests to support our school improvement goal.
Examine all aspects of our school when developing our school improvement plan.
Function as the liaison to our family community.
Provide input to school programs and issues.
Serve as the Timbercrest District Advisory Council(DAC) representative
Assist in recruiting and retaining other SAC members.
Participate in efforts to encourage support for the goals and activities of our school.
Attend all SAC meetings to help us retain our Five Star School status.

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

Our SAC has a balance of \$789.00. Our SAC Chair, Nicoletta Wells, receives \$500 for her service to the committee in her role as Chair. The other \$289.00 is held in the Principal's Allocation, which was approved by the SAC Committee, to be used at her discretion. The funds may also be used for initiatives approved by SAC.

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

NA

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:

Susan Tuten

Principal

Years as Administrator: 10

Years at Current School: 1

CredentialsBachelor of Arts
Master of Science**Performance Record**

2013 - A School; (72%R/72%M; 69%R/62%M 74%R/64%M)*
 2012-A School; (70% R/69% M; 69%R/72% M)
 2011-A School; AYP 85%; (85% R/86% M;
 64% R/67% M; 47% R/ 64% M)
 *(%Proficient Reading/Math; %Learning Gains Reading/Math;
 %Lowest 25% Learning Gains Reading/Math)

Lonnie Tidmarsh

Asst Principal

Years as Administrator: 0

Years at Current School: 0

CredentialsBachelor of Arts
Master of Arts in Education**Performance Record****Instructional Coaches****# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

55

receiving effective rating or higher

55, 100%

Highly Qualified Teachers

100%

certified in-field

52, 95%

ESOL endorsed

36, 65%

reading endorsed

6, 11%

with advanced degrees

15, 27%

National Board Certified

4, 7%

first-year teachers

3, 5%

with 1-5 years of experience

12, 22%

with 6-14 years of experience

29, 53%

with 15 or more years of experience

12, 22%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

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

Timbercrest Elementary is a Professional Development School in partnership with the University of Central Florida. We have 29 Clinical Ed certified teachers on campus who serve as supervising teachers for the junior and senior interns from the University of Central Florida 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, third grade teacher, is our school's Professional Development School Chair.

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

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.

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 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.

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

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

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

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

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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: 0

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

Strategy Purpose(s)

- Instruction in core academic subjects

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

Each of our tutoring programs have a survey and/or review of state or district data to determine its overall effectiveness.

Who is responsible for monitoring implementation of this strategy?

Our Professional Development School Chair monitors the effectiveness of our PDS tutoring program. Our Professional Learning Community Manager monitors the effectiveness of our in-school tutoring program. Our ESOL teacher monitors the effectiveness of our after school ESOL tutoring program.

Literacy Leadership Team (LLT)

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

Name	Title
Delton Granger	K Teacher
Deanna Deyna	1st Grade Teacher
Jamie Harris	2nd Grade Teacher
Krista Plavchan	3rd Grade Teacher
Sarah Banta	4th Grade Teacher
Tara Ossler	5th Grade Teacher
Alicia Fiorica	5th Grade Teacher
Debbie Smith	PE Coach
Kendra Gould	ESE Teacher
Michelle Ginn	5th Gifted Teacher
Deborah Sorenson	5th Gifted Teacher
Tarsha Moye	ESE Teacher
Susan Tuten	Principal
Lonnie Tidmarsh	Assistant Principal
Gina Bray	Media Specialist

How the school-based LLT functions

The school-based 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.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

NA

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

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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	72%	72%	Yes	75%
American Indian				
Asian		70%		
Black/African American	49%	46%	No	54%
Hispanic	69%	65%	No	72%
White	78%	81%	Yes	81%
English language learners	55%	46%	No	60%
Students with disabilities	33%	36%	Yes	40%
Economically disadvantaged	69%	67%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	292	72%	74%
Students scoring at or above Achievement Level 4	181	45%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	292	72%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	43	68%	70%

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)	64	76%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	37%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	39%	41%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

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	99	72%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	70%	72%	Yes	73%
American Indian				
Asian		100%		
Black/African American	48%	49%	Yes	53%
Hispanic	67%	65%	No	70%
White	77%	79%	Yes	79%
English language learners	53%	61%	Yes	58%
Students with disabilities	38%	28%	No	45%
Economically disadvantaged	67%	67%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	291	72%	73%
Students scoring at or above Achievement Level 4	148	36%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	149	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	60%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	97	78%	80%
Students scoring at or above Achievement Level 4	62	50%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	2		3
Participation in STEM-related experiences provided for students	756	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	63	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	19	3%	2%
Students who are not proficient in reading by third grade	51	34%	32%
Students who receive two or more behavior referrals	88	7%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	3%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads 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

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 2013 - 2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of our ELL and Hispanic parents in attendance at our after hour events.	14	16%	18%

Area 10: Additional Targets**Additional targets for the school**

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

Goals Summary

- G1.** All teachers will implement effective teaching and instruction aligned to standards including strategies and interventions for all students with a focus on our Black, Hispanic, ELL, Students with Disabilities and Free/Reduced Lunch students.

Goals Detail

G1. All teachers will implement effective teaching and instruction aligned to standards including strategies and interventions for all students with a focus on our Black, Hispanic, ELL, Students with Disabilities and Free/Reduced Lunch students.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Attendance

- Lack of comprehension and vocabulary skills
- Professional Development for Differentiated Instruction is needed

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Leadership Team meets on the third week of the month.

Evidence of Completion:

Leadership Team minutes will be collected.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching and instruction aligned to standards including strategies and interventions for all students with a focus on our Black, Hispanic, ELL, Students with Disabilities and Free/Reduced Lunch students.

G1.B3 Attendance

G1.B3.S1 We will monitor our attendance of our lowest 30% and of students with 5 or more absences, monthly during our Behavior Leadership Team Meeting.

Action Step 1

Monitor Attendance Monthly

Person or Persons Responsible

Behavior Leadership Team (BLT)

Target Dates or Schedule

Monthly throughout the school year beginning in October.

Evidence of Completion

An attendance report will be reviewed at our BLT meeting for our identified students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Attendance reports will be reviewed monthly. Students with five or more absences will be assigned a mentor, as well as our identified Early Warning Sign students. (18)

Person or Persons Responsible

Behavior Leadership Team Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly attendance reports will be reviewed and the percentage of improvement, or lack there of, will be reported at monthly BLT meetings.

Plan to Monitor Effectiveness of G1.B3.S1

Monthly attendance reports will be monitored.

Person or Persons Responsible

BLT Committee

Target Dates or Schedule

At each monthly BLT meeting

Evidence of Completion

BLT Committee notes which will report the attendance percentage of our identified students on a monthly basis.

G1.B3.S4 We will begin a mentoring program to follow up with the students who have more than five absences, or missed more than 10% of instruction time during the 2012-2013 school year.

Action Step 1

Our school will implement a mentoring program for any student who has more than five absences or who has been identified on our Early Warning Sign report.

Person or Persons Responsible

Teacher volunteers under the direction of the Behavior Leadership Team.

Target Dates or Schedule

Each mentor will meet with their student at least two to four times monthly throughout the school year.

Evidence of Completion

Each mentor will complete a Mentoring Log documenting times which he/she met with their student.

Facilitator:

Lisa Parker

Participants:

Teachers who volunteer to be a mentor.

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Mentors will complete a mentoring log and it will be given to the grade level representative of the BLT for the committees review.

Person or Persons Responsible

Behavior Leadership Team will monitor the mentoring logs.

Target Dates or Schedule

Mentoring logs will be reviewed monthly throughout the school year.

Evidence of Completion

Mentoring logs will verify that the Mentor has met with his/her student on a regular basis each month.

Plan to Monitor Effectiveness of G1.B3.S4

Monthly Attendance Report will be reviewed for students in the mentoring program. Students should have no more than two absences per month.

Person or Persons Responsible

Behavior Leadership Team, BLT, grade level members will collect monthly mentoring logs. The BLT chair will designate a member to record this data in the committee's minutes.

Target Dates or Schedule

The attendance reports will be reviewed in conjunction with the mentoring logs on a monthly basis.

Evidence of Completion

Attendance for the students in the mentoring program should show an increase of days attended each month. No more than two absences per month is expected.

G1.B15 Lack of comprehension and vocabulary skills

G1.B15.S2 Implement the use of SIPPS in Kindergarten - 3rd Grade.

Action Step 1

Grades k-3 will implement the SIPPS program to increase phonics skills.

Person or Persons Responsible

Teachers in grades K - 3 will implement the use of SIPPS.

Target Dates or Schedule

SIPPS will be used during the ELA block of time throughout the school year.

Evidence of Completion

The use of the SIPPS program will be documented in teacher's lesson plans and reviewed by administration.

Facilitator:

District personnel

Participants:

Teachers in grades K - 3rd.

Plan to Monitor Fidelity of Implementation of G1.B15.S2

Lesson plans will be reviewed for the use of the SIPPS program. Additional support may be received from our Instructional Support Teacher on Assignment.

Person or Persons Responsible

Administration will review lesson plans.

Target Dates or Schedule

Lesson plans are left on teacher's desk. Review of plans are on-going and a part of the VSET process. Reviews will occur minimumly once a quarter.

Evidence of Completion

SIPPS activities will appear in each teacher's lesson plans in grades K - 3.

Plan to Monitor Effectiveness of G1.B15.S2

Data should indicate with the implementation of the SIPPS program students comprehension and vocabulary skills are improving. FAIR AP2 and district assessment results should indicate this improvement.

Person or Persons Responsible

Teachers are responsible for reviewing this data as part of their PLCs and reporting out during the administrative Data Chats.

Target Dates or Schedule

Data will be collected on a on-going basis, with review occurring during PLCs held the first and third week of each month.

Evidence of Completion

Pinnacle and VIMS reports will be reviewed as evidence of monitoring the SIPPS implementation.

G1.B15.S4 Implement the use of Close Reading with a variety of genres.

Action Step 1

Close Reading will be implemented in grades K - 5 as a strategy to improve the mastery of reading comprehension and vocabulary skills. .

Person or Persons Responsible

Teachers in grades K-5 will implement Close Reading as a strategy to align with reading standards.

Target Dates or Schedule

A Close Reading activity should be implemented on an on-going basis throughout the school year.

Evidence of Completion

One of the Close Reading lesson plan templates reviewed at the district's Common Core In Action summer professional development should be completed in its entirety at least once a nine weeks. Elements of the Close Reading lesson should be included in teacher's lesson plans weekly.

Facilitator:

district personnel

Participants:

Teachers in grades K - 5

Plan to Monitor Fidelity of Implementation of G1.B15.S4

Teacher's lesson plans will be monitored and administration will conduct VSET walk throughs and informal walk throughs throughout the school day. Administration will collaborate with our assigned Instructional Support Teacher on Assignment for assistance when needed.

Person or Persons Responsible

Administration will monitor lesson plans and document evidence to support the implementation of Close Reading. Leadership Team will conduct collaboration for the planning of Close Reading.

Target Dates or Schedule

Lesson plans will be monitored on an on-going basis by administration. Leadership Team submits grade level minutes and/or the PLC Discussion Form on the first and third weeks of each month.

Evidence of Completion

Lesson plans, grade level minutes and/or PLC Discussion Forms will be used as evidence that this strategy has been implemented.

Plan to Monitor Effectiveness of G1.B15.S4

FAIR and district reading assessments will be collected via Data Warehouse or VIMS. These results should show on-going improvement of 70% or higher in the areas of reading comprehension and vocabulary skills. Students not achieving or meeting the 70% will have their learning activities differentiated to meet their instructional needs.

Person or Persons Responsible

Classroom teachers in grades K - 5 are responsible for collecting and preparing the data.

Target Dates or Schedule

Data will be collect in accordance with our district's and state's curriculum maps or testing calendar.

Evidence of Completion

FAIR data will be reported via PMRN and the district assessments via VIMS. Reports will be stored electronically and/or in the teacher's data binders.

G1.B18 Professional Development for Differentiated Instruction is needed

G1.B18.S3 Encourage participation in Differentiated Instruction professional development opportunities offered through the district or school-based.

Action Step 1

Teachers will participate in Differentiate Instruction professional development opportunities throughout the school year. These opportunities may be school-based, district or via PD360.

Person or Persons Responsible

Teachers and administration will be responsible for locating, implementing and participating in various Differentiated Instruction professional development opportunities.

Target Dates or Schedule

Differentiated Instruction professional development should take place on an on-going basis until June, 2014.

Evidence of Completion

VSET reports indicating the professional development teachers have registered for or have completed will be viewed upon the completion of each semester. (December, 2013 and June, 2014)

Facilitator:

Administration and district personnel

Participants:

Teachers in grades K-5

Plan to Monitor Fidelity of Implementation of G1.B18.S3

VSET reports indicating professional development opportunities that have been registered for and/or completed by teachers will be reviewed.

Person or Persons Responsible

Administration will review these reports.

Target Dates or Schedule

Administration will view these reports quarterly throughout the school year for their assigned teachers.

Evidence of Completion

VSET reports will be used as evidence that teachers are receiving professional development in Differentiate Instruction.

Plan to Monitor Effectiveness of G1.B18.S3

During monthly Data Chats with administration, teacher will discuss the successes of their identified lowest 30%. These students will score 70% or higher on identified district and/or state assessments administered during the monthly timeframe. Students not scoring 70% or higher will receive interventions in their area of weakness. This could include, but not be limited to inclusion in our school's Teacher as Tutors intervention program. Students consistently not meeting the 70% score will be referred to our school's Problem Solving Team.

Person or Persons Responsible

Teachers, administration, and school's Problem Solving Team will be responsible for monitoring the students' results.

Target Dates or Schedule

Results from district and state assessments will be monitored at our school's Data Chats held monthly the fourth week of each month.

Evidence of Completion

The school's data spreadsheet is updated monthly for our lowest 30%. Students not achieving desired goals will be added to our spreadsheet on an on-going basis. Students achieving the desired success will remain on the spreadsheet for a quick review to monitor their continuous success.

G1.B18.S4 Monitor the use of Differentiated Instruction activities used in the classrooms K-5 across the subject areas and the impact on student learning.

Action Step 1

Teacher lesson plans will indicate the use of Differentiated Instruction activities. Completion of the Professional Learning Communities Discussion Form will indicate Differentiated Instruction activities tried within a grade level.

Person or Persons Responsible

Teachers are responsible for the completion of the lesson plans and Grade Level Chairs are responsible for the completion of the Professional Learning Communities Discussion Form.

Target Dates or Schedule

Lesson plans are completed weekly throughout the school year. The Professional Learning Communities Discussion Form is completed after PLCs have met. This occurs during the first and third week of each month.

Evidence of Completion

Lesson plans are reviewed by administration. The Professional Learning Communities Discussion Form is reviewed and discussed with Grade Level Chairs at weekly administration meetings.

Plan to Monitor Fidelity of Implementation of G1.B18.S4

Completion of the Professional Learning Communities Discussion Form will indicate Differentiated Instruction activities tried within a grade level. The school's Leadership Team will discuss and review Differentiated Instruction which takes place across the grade levels.

Person or Persons Responsible

School's Leadership Team

Target Dates or Schedule

Professional Learning Community's Discussion Form will generate discussion of Differentiated Instruction taking place on campus at our monthly Leadership Team meeting.

Evidence of Completion

Monthly Leadership Team minutes will indicate our discussion of Differentiated Instruction.

Plan to Monitor Effectiveness of G1.B18.S4

Lesson plans will indicate the use of Differentiated Instruction. Teachers will implement Differentiated Instruction in at least one subject area across the grade level.

Person or Persons Responsible

Teachers will provide the effectiveness of the implementation of Differentiated Instruction as they monitor scores on district and state assessments.

Target Dates or Schedule

The effectiveness of the implementation of Differentiated Instruction will take place bi-weekly at Professional Learning Community meetings and monthly at Data Chat meetings with administration.

Evidence of Completion

The Professional Learning Community Discussion Form will be monitored for the implementation of Differentiated Instruction activities within grade levels.

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

NA

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. All teachers will implement effective teaching and instruction aligned to standards including strategies and interventions for all students with a focus on our Black, Hispanic, ELL, Students with Disabilities and Free/Reduced Lunch students.

G1.B3 Attendance

G1.B3.S4 We will begin a mentoring program to follow up with the students who have more than five absences, or missed more than 10% of instruction time during the 2012-2013 school year.

PD Opportunity 1

Our school will implement a mentoring program for any student who has more than five absences or who has been identified on our Early Warning Sign report.

Facilitator

Lisa Parker

Participants

Teachers who volunteer to be a mentor.

Target Dates or Schedule

Each mentor will meet with their student at least two to four times monthly throughout the school year.

Evidence of Completion

Each mentor will complete a Mentoring Log documenting times which he/she met with their student.

G1.B15 Lack of comprehension and vocabulary skills

G1.B15.S2 Implement the use of SIPPS in Kindergarten - 3rd Grade.

PD Opportunity 1

Grades k-3 will implement the SIPPS program to increase phonics skills.

Facilitator

District personnel

Participants

Teachers in grades K - 3rd.

Target Dates or Schedule

SIPPS will be used during the ELA block of time throughout the school year.

Evidence of Completion

The use of the SIPPS program will be documented in teacher's lesson plans and reviewed by administration.

G1.B15.S4 Implement the use of Close Reading with a variety of genres.

PD Opportunity 1

Close Reading will be implemented in grades K - 5 as a strategy to improve the mastery of reading comprehension and vocabulary skills. .

Facilitator

district personnel

Participants

Teachers in grades K - 5

Target Dates or Schedule

A Close Reading activity should be implemented on an on-going basis throughout the school year.

Evidence of Completion

One of the Close Reading lesson plan templates reviewed at the district's Common Core In Action summer professional development should be completed in its entirety at least once a nine weeks. Elements of the Close Reading lesson should be included in teacher's lesson plans weekly.

G1.B18 Professional Development for Differentiated Instruction is needed

G1.B18.S3 Encourage participation in Differentiated Instruction professional development opportunities offered through the district or school-based.

PD Opportunity 1

Teachers will participate in Differentiate Instruction professional development opportunities throughout the school year. These opportunities may be school-based, district or via PD360.

Facilitator

Administration and district personnel

Participants

Teachers in grades K-5

Target Dates or Schedule

Differentiated Instruction professional development should take place on an on-going basis until June, 2014.

Evidence of Completion

VSET reports indicating the professional development teachers have registered for or have completed will be viewed upon the completion of each semester. (December, 2013 and June, 2014)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. All teachers will implement effective teaching and instruction aligned to standards including strategies and interventions for all students with a focus on our Black, Hispanic, ELL, Students with Disabilities and Free/Reduced Lunch students.

G1.B18 Professional Development for Differentiated Instruction is needed

G1.B18.S3 Encourage participation in Differentiated Instruction professional development opportunities offered through the district or school-based.

Action Step 1

Teachers will participate in Differentiate Instruction professional development opportunities throughout the school year. These opportunities may be school-based, district or via PD360.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed