

**STRATEGIC PLAN
FOR
SCHOOL IMPROVEMENT**

REFLECTION REPORT
of School Year 2011-2012

Timbercrest Elementary

Dr. Mary L. Cool

Principal

Nicoleta Wells

SAC Chair

October 19, 2012

Date

TABLE OF CONTENTS

Mission Statement and Beliefs.....	3
Goal Status Report	4
School Profile/Community Characteristics.....	7
Stakeholders' Perspective (Climate Survey Results)	9

Mission Statement and Belief Statements

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

(Approved 4/14/92)

School Mission

Together we can achieve

Integrity

Goals

Excellence

Respect, responsibility and

Success!

(Adopted May, 2009)

School Belief Statements

We believe that students will learn when...

- There is a positive, welcoming environment where they are respected, supported by all stakeholders, and encouraged to take risks.
- Lessons are engaging, relevant, and hands-on.
- Instruction is meaningful, purposeful, and differentiated.
- Feedback is immediate and specific.
- Student learning styles and individual learning timelines are respected.

Goal Status Report

2011-2012 School Improvement Plan

In 2011-2012, the FCAT 2.0 was administered in Reading, Mathematics, and Science during the spring of 2012. Writing was administered using the same rubric, but the responses were scored at a higher level. Although this was the second year of FCAT 2.0 tests, new scoring scales were applied in reading and mathematics.

In addition to the new scales and proficiency standards in reading and mathematics for the 2012 results, the state also provided retrofitted scores for the 2011 results. At the time the results for the 2011 FCAT 2.0 results were released, the new scale and proficiency levels were not established. Therefore, scores were reported using the old scales and standards for the five Achievement Levels.

The 2011 FCAT Reading and Mathematics results were reported in the spring of 2011 on the old scale. The 2012 FCAT Reading and Mathematics results were reported in the spring of 2012 on the new scale. In addition, the 2011 scores were “retrofitted” to the new scales and reported in the spring of 2012. This allowed districts and schools to compare their 2011 and 2012 achievement using one scale.

Where retrofitted data is available, it is used for comparison in this report. However, where retrofitted data is not available, we are unable to determine if the goal has been met. The 2011-2012 data will be reported but should not be used to make judgments about whether goals have been met, unless the retrofitted data is available for comparison.

READING GOALS

Goal 1: Students reaching proficiency (FCAT Level 3) in reading will increase by 5% in grades 3, 4, & 5.

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by the FCAT 2.0, a strong reading focus remains a priority goal for our school.

Goal 2: Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 5% in grades 3, 4, & 5.

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by the FCAT 2.0, a strong reading focus remains a priority goal for our school.

Goal 3: Students making learning gains in reading will increase by 5%.

met partially met carried forward amended/deleted other

*Comments: This goal has been met and carried forward.

Goal 4: The percentage of students in the lowest 25% making Learning Gains will increase by 10%.

met partially met carried forward amended/deleted other

*Comments: Data are not available.

Goal 5A: The percentage of Hispanic students not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by the FCAT 2.0, a strong reading focus remains a priority goal for our school.

Goal 5C: The percentage of students with disabilities not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by the FCAT 2.0, a strong reading focus remains a priority goal for our school.

Goal 5D: The percentage of economically disadvantaged students not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by the FCAT 2.0, a strong reading focus remains a priority goal for our school.

MATH GOALS

Goal 1: Students achieving proficiency (FCAT Level 3) in mathematics will increase by 5% in grades 3, 4, & 5.

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by FCAT 2.0, a strong mathematics focus remains a priority goal for our school.

Goal 2: Students achieving above proficiency (FCAT Level 4 and 5) in mathematics will increase by 5% in grades 3, 4, & 5.

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by FCAT 2.0, a strong mathematics focus remains a priority goal for our school.

Goal 3: Students making learning gains in mathematics will increase by 3%.

met partially met carried forward amended/deleted other

*Comments: This goal has been met.

Goal 4: Students in the lowest 25% making learning gains will increase by 3%.

met partially met carried forward amended/deleted other

*Comments: Data are not available.

Goal 5A: The percentage of Hispanic students not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by FCAT 2.0, a strong mathematics focus remains a priority goal for our school.

Goal 5D: The percentage of Economically Disadvantaged students not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)

met partially met carried forward amended/deleted other

*Comments: While some progress has been made as evidenced by FCAT 2.0, a strong mathematics focus remains a priority goal for our school.

SCIENCE GOALS

Goal 1: Students achieving proficiency (FCAT Level 3) in science will increase by 5% in grade 5.

met partially met carried forward amended/deleted other

*Comments: Science remains a strong focus at Timbercrest.

Goal 2: Grade 5 students achieving above proficiency (FCAT Level 4 and 5) in science will increase by 5% in grade 5.

met partially met carried forward amended/deleted other

*Comments: Science remains a strong focus at Timbercrest.

WRITING GOALS

Goal 1: Students achieving proficiency (FCAT Level 4 or higher) in writing will increase by 3% in grade 4.

met partially met carried forward amended/deleted other

*Comments: Writing instruction remains a focus for Timbercrest.

ATTENDANCE GOAL

Goal 1:

- Increase overall attendance rate by 1%.
- Decrease excessive absences and by 5%.
- Decrease excessive tardies by 5%.

met partially met carried forward amended/deleted other

*Comments: Timbercrest will continue to encourage families to ensure children come to school daily and on time.

SUSPENSION GOAL

Goal 1: The number of in-school and out of school suspensions will decrease by 2% each.

met partially met carried forward amended/deleted other

*Comments: Timbercrest will continue to work with our students to display appropriate behavior at all times.

PARENT INVOLVEMENT GOAL

Goal 1: The percentage of families who participated in school activities will increase by 3%.

met partially met carried forward amended/deleted other

*Comments: Timbercrest will continue to encourage parental involvement in their child's education.

In Volusia County Schools, adequate progress for the overall school improvement plan is determined by the area superintendent, in conjunction with the principal, within the context of state accountability, and district and school goals.

Timbercrest Elementary has made adequate progress toward meeting the objectives within its 2010-2011 school improvement plan.

Yes No

School Profile: School/Community Characteristics

Timbercrest is a high quality elementary school with a population of 756 students and is one of the largest elementary schools in Volusia County. Our professional staff includes 59 teachers and 2 administrators. Five of our educators teach the special areas of Art, Music, and Physical Education. Our Media Specialist also provides special area instruction for all students. We have 1 guidance counselor, 1 media specialist, 1 full time speech clinician, 5 exceptional education teachers, and 2 full time English Language Learner (ELL) teachers.

We utilize various funding sources to hire tutors to help free our classroom teachers to work with struggling students during the school day in Kindergarten through grade 5. These tutors work in conjunction with the classroom teacher to give additional instruction in reading, writing, and math to students who score in our lower quartile. Students in grades K-5 also have access to the computer labs to work on math and reading skills, keyboarding, FCAT practice, and research.

Timbercrest has met all Southern Association of Colleges and Schools (SACS) standards for an elementary school.

Essential knowledge and skills are given priority. Our instructional strategies are research based and guided by the Next Generation Sunshine State Standards and Common Core State Standards. These strategies comply with the Federal No Child Left Behind (NCLB) law. Each of our students receives a minimum of 90 minutes of uninterrupted reading instruction daily. We have developed a bookroom so teachers have access to additional reading materials in order to implement Guided Reading in their classrooms. Our teachers follow the Volusia County Assessment Schedule and the Curriculum Maps for all subject areas.

Timbercrest's classroom teachers and paraprofessionals are highly qualified. After reviewing the data from last year's test results, the faculty decided that there was a need for more staff development in the areas of math and reading intervention, brain-based learning, and strategies to teach autistic and Asperger Syndrome children in the general education class. The School Advisory Council (SAC) also considers our testing data when writing our school plan and approving funds for teachers to attend workshops. In order to meet the needs of teachers and students we are focusing our staff development on these four content areas. Additionally, we will focus professional development and teacher support in the newest district initiatives: Common Core State Standards (CCSS), Standards-Referenced Grading (SRG), and the Volusia System for Empowering Teachers (VSET) based on the research of Charlotte Danielson. Our administrators will look for implementation of a balanced reading, writing, math, and science program when visiting classrooms and checking lesson plans.

Our Timbercrest Problem Solving Team (PST) meets Tuesdays after school to discuss the progress of children who are having difficulty meeting with success in their classroom. We are continuing to use the Response to Intervention (RtI) procedures this year implementing the use of more research based interventions in the classroom where needed. The meetings are considered problem solving sessions, so that we may brainstorm solutions to help each child be successful. Teachers have been provided with a set of guidelines to follow when bringing a child to the PST meetings. Parents who attend PST meetings are given a brochure that includes "Reading Tips for Parents", website addresses, homework hints, and other tips for helping their child be successful in school.

Timbercrest is very fortunate to have a very active and helpful group of parent volunteers. Our volunteers help with various activities that include managing Sunshine Math in classrooms, reading with students, serving as mentors to children, helping facilitate school pictures, assisting with book fairs, and volunteering for special projects in the classrooms. School sponsored volunteer luncheons are held monthly to honor our outstanding volunteers. PTA helps organize a Green Science Night, a Vendor Night at Open House, an Ice Cream Social, a Tiger Walk activity, the Valentine Family Dance, and our Winterfest celebration. The PTA is also working with our Physical Education teachers and community to host a Summer Safety Fair for our families and community members. Our business partners provide food coupons to help support our school efforts.

One way Timbercrest tries to get families involved in their child's education is by offering parent workshops. We will also invite our families to the Summer Safety Fair where we will host booths and activities that focus on living a safe and healthy lifestyle. On that day, school and community resources will be available to our families.

In order to help serve our growing English Language Learners (ELL) population, we offer classes to our ELL families which include versions of the Families Building Better Readers and Parents to Kids workshops in Spanish. Many of our teachers have completed their ELL Endorsement and many more are working towards it. We have two full time ELL teachers as well as two part time ELL paraprofessionals to help bridge the academic gap between our ELL students and their English speaking classmates.

Communication between school and home is key to a child's success. Timbercrest uses many avenues to increase our communication with parents. In addition to report cards, interim reports, conferences, and phone calls, our parents have access to the district's Parent Portal which allows them access to the data warehouse where their child's information is stored. Our website is also a well used medium for parents to check school news. Our principal also sends home a weekly newsletter called *Tiger Talk* that gives parents tips, school happenings, and a calendar to keep them up to date. Students in grades 3-5 receive Timbercrest Planners at the beginning of the year which contain calendars and expectations. This also serves as a way for students to record their homework assignments and stay organized.

To help our incoming Kindergartens transition smoothly, we host a Kindergarten Roundup. Parents and their upcoming Kindergarten children are invited to meet in our multi-purpose room in the spring. The Kindergarten teachers and a Kindergarten buddy for each incoming child meet the children and take them back to the classroom to do an activity while the parents stay in the multi-purpose room to learn about Kindergarten readiness and the volunteer program. The children later rejoin their parents and receive a cookie from our cafeteria staff. The parents are also provided with a readiness packet for their child. This packet includes die-cut letters, crayons, mini books, and tactile letters.

Helping our fifth graders make the transition to middle school is also an important focus. Fifth grade students are invited to go to Galaxy Middle School and observe their band and choral programs. Fifth grade teachers also review elective options for the upcoming year as students choose their courses for middle school.

As a Five Star school, all of the staff and faculty at Timbercrest hold high expectations for the students entrusted to our care. We continue to challenge all of our students to reach their potential and have added enrichment materials to our bookroom to allow teachers to challenge our high achieving students through the use of games and mind benders.

Stakeholders' Perspective

(2011-2012 CLIMATE SURVEY RESULTS)

1. PARENT CLIMATE SURVEY RESULTS

CLIMATE SURVEY USED: VOLUSIA COUNTY SURVEYS OTHER

NUMBER OF SURVEYS SENT TO PARENTS	NUMBER OF SURVEYS RETURNED	PERCENT OF SATISFIED PARENTS
792	346	94%

POSITIVE TRENDS & RECOMMENDATIONS NOTED BY OUR PARENTS:

POSITIVE TRENDS

- My child feels safe at school. (97%)
- The school building is generally clean. (97%)
- My child likes being at school. (94%)
- My child receives the help he/she needs to succeed. (94%)
- Teachers expect all students to try their best. (96%)
- I can contact the teacher about my child's progress. (98%)
- Teachers communicate my child's academic progress. (95%)
- Students at this school are successful at learning basic skills. (93%)
- Overall, I am pleased with the education my child is getting at this school. (94%)

RECOMMENDATIONS

- Parents are involved in the school decision-making, through SAC. (60%)
- Community members are involved in school decision-making through SAC. (41%)
- There is strong parent participation in school programs. (67%)
- The SAC is open to input from stakeholders. (34%)
- The needs of English for Speakers of Other Languages (ESOL) students are met at this school. (43%)
- The needs of the Exceptional Student Education (ESE) students are met at this school. (48%)

2. TEACHER CLIMATE SURVEY RESULTS

CLIMATE SURVEY USED: VOLUSIA COUNTY SURVEYS OTHER

NUMBER OF SURVEYS SENT TO TEACHERS	NUMBER OF SURVEYS RETURNED	PERCENT OF SATISFIED TEACHERS
61	49	94%

POSITIVE TRENDS & RECOMMENDATIONS NOTED BY OUR TEACHERS:

POSITIVE TRENDS

- I feel safe at school. (100%)
- The school atmosphere is conducive to learning. (100%)
- Teachers are quick to see when students are having problems in academic areas. (100%)
- The principal has set a strong academic focus at this school (98%).
- Teachers expect students to try their best (100%).

- At this school, the main focus is to help students achieve success (100%).
- Items # 21, 22, 23, 24 show that teachers at Timbercrest are committed to ensure success for all students.

RECOMMENDATIONS

- Community members are involved in school decision-making through SAC. (78%)
- The SAC is open to input from stakeholders. (70%)
- Discipline is handled in a timely and appropriate manner. (86%)
- There is strong participation in the school’s programs. (88%)

3. SCHOOL STAFF CLIMATE SURVEY RESULTS

CLIMATE SURVEY USED: VOLUSIA COUNTY SURVEYS

NUMBER OF SURVEYS SENT TO SCHOOL STAFF	NUMBER OF SURVEYS RETURNED	PERCENT OF SATISFIED SCHOOL STAFF
25	25	100%

POSITIVE TRENDS & RECOMMENDATIONS NOTED BY OUR SCHOOL STAFF:

POSITIVE TRENDS

- My job responsibilities have been clearly explained to me (100%).
- My work area is safe and secure (100%).
- I am pleased with the work environment at school (91%).

RECOMMENDATIONS

- I have adequate time to perform my duties. (70%)
- I feel that all school personnel are treated equally. (60%)
- I have the opportunity to participate in decision-making at the school. (52%)