

Timber Lakes Elementary



2014-15 School Improvement Plan

Timber Lakes Elementary

2149 CROWN HILL BLVD, Orlando, FL 32828

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

63%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	34

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Timber Lakes has established itself as a great entity of the community. We conduct many different community events that encourage students and their families to come to our school. Teachers understand the importance of student relationships and attend many of the events. The leadership team is able to provide guidance and support on how to build those positive student/teacher relationships through the Marzano Framework. Teachers incorporate several strategies into their classroom community to help build those relationships.

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

Timber Lakes has created an atmosphere that is caring not only to the needs of the students, but to the parents and the community. Timber Lakes involves its community in many activities and events that create a school culture that is indicative of a safe learning and working environment.

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

Timber Lakes has adopted a school wide Wolf Pup behavior plan that identifies clear behavioral expectations when they are anywhere in the building. We have also established a system/flow chart to assist our teachers in the behavior process of establishing support with protocols for disciplinary incidents.

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

Timber Lakes has established a tiered system of support that ensures the social-emotional needs of all students are met. We have a team that meets on a constant basis to discuss and provide ongoing progress monitoring. Through this system we provide counseling and mentoring services to all students on campus, social groups to work on social skills, and behavior support to students and teachers. We also provide lessons on the Child Safety Matters program highlighting bullying and child abuse prevention.

Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	7	5	5	10	2	38
One or more suspensions	0	2	1	1	1	1	6
Course failure in ELA or Math	0	0	19	15	19	11	64
Level 1 on statewide assessment	0	0	0	18	9	11	38

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	9	7	2	19

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

A variety of strategies will be employed for these students:

- School wide intervention block (40 minutes)
- Intervention support through Lexia
- Intervention through Lexia Lessons
- Small group instruction (differentiated)
- iReady math and reading curriculum
- iReady math computer based interventions assigned by teacher
- Several intervention instructional materials available on campus to work on specific student needs
- Scholastic Reading Inventory (diagnostic assessment that provides student lexile scores)
- After school tutoring

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parent involvement is paramount to student success. Timber Lakes Elementary offers many opportunities for parents and guardians to be involved with their child or children. 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.

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

Timber Lakes has various partners in education and continues to seek community involvement constantly. We have a partners in education liaison who remains in constant contact with our local community to ensure we secure our community resources. Our PTA are very involved with the school and work hard to build positive relationships with local business and community leaders. Timber Lakes sustains constant communication with parents, staff, and our community stakeholders through our weekly digital newsletter.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Carlock, Arlene	Principal
Gonzalez, Dennis	Assistant Principal
Bounds, Elizabeth	Dean
Davis, Patricia	Instructional Coach
Brummitt, Shacara	Guidance Counselor
Garcia, Marta	Other

Duties

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

Timber Lakes has an efficient leadership team. The team contributes to efficient operations in a variety of ways and our continuous shared decision making has allowed Timber Lakes to be a top performing school. Ms. Carlock values her staff and has therefor created a school culture that allows teachers and instructional support to feel comfortable in providing input.

Carlock and Gonzalez: As administrators our role is to lead all students to success. We consistently monitor student data to ensure all students are receiving the appropriate level of instruction. We review lesson plans on a weekly basis to check for rigor and standard alignment. We conduct numerous observations and provide actionable and immediate feedback, along with professional development to review and sustain strategies within the Marzano framework.

Bounds: As the Dean at Timber Lakes Mrs. Bounds's role is to implement and maintain a safe learning environment for teachers, staff and students following the student code of conduct. As the MTSS coach, her role is to inform teachers on the process of monitoring students and interventions for academic and behavior success. Working as part of the leadership team she is involved with MTSS meetings, staffing's for ESE and grade level PLC's for shared decision making. Mrs. Bounds is also a committed part of the community by attending monthly SAC and PTA meetings.

Davis:

Assessment coordinator - professional development of upcoming assessments, security of assessments, scheduling of assessments, accommodations of students for assessments are followed

Textbook manager – Overseeing textbooks and inventory of textbooks

Instructional Coach – overseeing mentors and mentees, oversee beginning teacher program at Timber Lakes

ADDitions Volunteer coordinator

Kowsky:

As the school counselor Mrs. Kowsky provides individual counseling, small-group counseling, and classroom guidance lessons. Within her guidance lessons Mrs. Kowsky teaches Character Traits and allows students to participate in character building activities. Mrs. Kowsky provides social skills groups to our students needing behavior and social-emotional classroom support. Mrs. Kowsky also provides on-going behavior and bullying prevention support to teachers, parents, and students.

Garcia:

My role as a staffing specialist and ESOL compliance teacher, includes the monitoring, staffing and placement of current and future exceptional education students and second language learners. Overlooking the accountability and accurate documentation required for the programs. Convey and coordinate meetings and serve as a designee. Work with MTSS coach and committee to monitor the ESE and ELL progress in all academic areas.

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

Timber Lakes uses all resources necessary to meet student needs. The literacy leadership team (LLT) first meets with each grade level team to identify areas of improvement. We identify possible resources and then coordinate how to get those resources. This year those resources include instructional material that assist teachers in teaching the new standards and gaps lacking within those standards. The LLT meet in bi-monthly data meetings to ensure that the resources acquired are effectively used and implemented. As the year goes on, team coordinates with each grade level to determine if the resources are indeed effective to determine if we will continue use. The entire leadership team is responsible for reviewing data to progress monitor student growth. Administration is responsible for reviewing unit/lesson plans and conducting observations. The leadership team conducts administration meetings to correlate all pieces and determine if each available resource is being used and to what extent.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ms. Carlock	Principal
Mrs. Davis	Teacher
Mrs. Bounds	Teacher
Carole Rizzo	Parent
Tim Casler	Teacher
Lenora Link	Teacher
Alisha Kowsky	Teacher
Farrah Alikhan	Teacher
Jennifer Arceneaux	Teacher
Connie Young	Teacher
Brooke Moulton	Teacher
Elana Marrero	Teacher
Allie Jessum	Parent
Susan Brown	Parent
Alex Davidzon	Parent
Katherine Garcia	Parent
Tammy Hettrich	Parent
Shaurice Harris	Parent
Ayana Graham	Parent
Al Franchio	Parent
Maria Balestriere	Parent
Mona Chay Tay	Parent
Lauren VanOrden	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the School Improvement Plan various times throughout the year. To make the meetings efficient, the SAC reviewed portions of the plan at each of the meetings and recorded suggestions/concerns to review for this year's SIP. Input was provided by the leadership team, instructional staff members, and parents.

Development of this school improvement plan

The SAC met on a monthly basis to review and revise areas of the school improvement plan in 2013-2014. They also discussed concerns and made recommendations for the 2014-2015 school improvement plan.

Preparation of the school's annual budget and plan

Ms. Carlock presented the annual budget and plan for this school year to all members of the SAC.

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

Projected use will be to upgrade student computers.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Carlock, Arlene	Principal
Gonzalez, Dennis	Assistant Principal
Bounds, Elizabeth	Dean
Davis, Patricia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiatives for 2014-15 include the following:

- Support teachers in analyzing data of various forms and using data to target student needs
- 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 of the elements within the new Marzano learning map
- Support teachers in planning for and providing differentiated instruction to meet the learning needs of all students
- Support teachers in their understanding of the new Florida State Standards

Public and Collaborative Teaching

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

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

Timber Lakes has established several strategies to encourage positive working relationships:

- Two planning days have been scheduled for each grade level in the first couple of months which allows teachers the time to collaborate planning and instruction with guidance from the leadership team.
- Teachers are required to meet weekly with their PLC's in order to maintain effective planning and instruction.
- Data meetings are conducted bi-monthly to monitor student progress.
- A Cheer Committee provides treats and creates gatherings to ensure a positive working environment.
- Administration has an open door policy

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

Administration 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. Our open door policy allows us to be accessible to all teachers at any time and develop constructive relationships with the staff and the community.

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

Timber Lakes Elementary School's teacher mentoring program pairs first year teachers and teachers 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. OCPS has provided Timber Lakes with district level instructional support for our coaches and teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Timber Lakes purchased programs that directly align to the new Florida State Standards (iReady Curriculum for reading and math, iReady Math Computer based program, Lexia reading program, Reading Plus, SRI). Teachers are required to read and dissect each standard and plan each lesson based on the standard. This ensures that each lesson within the Go Math and Journeys series directly correlates to the new standards. To increase rigor, teachers supplement the curriculum through Safari Montage and CPALMS.

Instructional Strategies

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

Timber Lakes conducts bi-monthly team data meetings in order to progress monitor all students on a consistent basis. We use various forms of data to determine which students are struggling, proficient, and advanced with specific skills and standards. The data collected includes, class assessments, mini-benchmark assessments, and benchmark assessments, all related to the new Florida Standards. In addition, we use Lexia data, Reading Plus data, iReady math data, and Scholastic Reading Inventory (lexile level diagnostic assessment) data. Using these various pieces of data allows teachers to pinpoint academic needs in all grade levels. The leadership team monitors all data as well, to ensure every all students are identified and given appropriate interventions and enrichment.

Data is monitored weekly by each teacher to ensure teachers differentiate their instruction. Teachers plan only a week or two in advance to ensure the content is covered efficiently and with a high level of rigor. This also allows teachers to alter their unit plans and lessons to meet the needs of their students. Teachers conduct small group instruction to meet individual student needs. Timber Lakes also has a school wide intervention block where each teacher meets with their lowest 30 percent every day for 40 minutes.

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

Strategy: After School Program

Minutes added to school year: 2,175

- 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 Rationale

To ensure all students are grade level proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bounds, Elizabeth, elizabeth.bounds@ocps.net

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

- Performance Matters Benchmark Assessments & mini Benchmark Assessments
- Lexia and iReady Math reports

Student Transition and Readiness

PreK-12 Transition

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

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

- 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 days 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
- Dean talk to reinforce positive behavior system and expectations
- School counselor provides information on middle school transition
- Quarterly review of the student code of conduct

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To increase the rigor in writing instruction in all subject areas and ensure lessons align to the new Florida State Standards.
- G2.** To implement Lexia, Reading Plus, and iReady Math effectively throughout all grade levels and to use the data provided to assist teachers in identifying academic gaps and increase student achievement.
- G3.** To close achievement gaps for tier II and tier III students.
- G4.** To develop a clear understanding of the new Florida State Standards in order to provide rigorous instruction in math and reading.

Strategic Goals Detail

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

G1. To increase the rigor in writing instruction in all subject areas and ensure lessons align to the new Florida State Standards. **1a**

 G039778

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal **2**

- Core Connections training provided by OCPS
- Core Connections Lessons & Resources

Targeted Barriers to Achieving the Goal **3**

- Students and teachers in 4th and 5th grade are new to the ELA Writing assessment and rubric

Plan to Monitor Progress Toward G1. **8**

OC Writing Assessments & student samples

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Student samples, OC Writing Assessments, and FSA Writing Assessment

G2. To implement Lexia, Reading Plus, and iReady Math effectively throughout all grade levels and to use the data provided to assist teachers in identifying academic gaps and increase student achievement. 1a

G039779

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0
AMO Math - All Students	83.0

Resources Available to Support the Goal 2

- Lexia, Reading Plus, & iReady Math Training
- Follow up training on how to access student data and ongoing bi-weekly data meetings.

Targeted Barriers to Achieving the Goal 3

- Lack of understanding on how to use the programs to determine academic gaps and how to guide instruction.

Plan to Monitor Progress Toward G2. 8

Successful usage reports, performance reports, and unit/lesson plans

Person Responsible

Dennis Gonzalez


Schedule

On 5/29/2015

Evidence of Completion

Student understanding of grade level standards

G3. To close achievement gaps for tier II and tier III students. 1a

 G039780

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	81.0
ELA/Reading Gains	

Resources Available to Support the Goal 2

- -Journeys and Go Math Curriculum -iReady Curriculum (Curriculum Associates) -iReady Math - Lexia

Targeted Barriers to Achieving the Goal 3

- Students are working below grade level proficiency.

Plan to Monitor Progress Toward G3. 8

Data will be collected through Performance Matters, classroom assessments, Lexia, and iReady Math

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Closing academic gaps with Tier II and Tier III students

G4. To develop a clear understanding of the new Florida State Standards in order to provide rigorous instruction in math and reading. 1a

G039781

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Journeys, Go Math, CPALMS, Safari Montage, IMS, Core Connections

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on how to use resources effectively to design rigorous unit plans and lessons.

Plan to Monitor Progress Toward G4. 8

Teacher growth through observations (Marzano Evaluation Model) and student growth using data

Person Responsible

Arlene Carlock

Schedule

On 5/29/2015

Evidence of Completion

iObservation evaluations and Florida Standard Assessment results

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key

G1. To increase the rigor in writing instruction in all subject areas and ensure lessons align to the new Florida State Standards. **1**

 **G039778**

G1.B1 Students and teachers in 4th and 5th grade are new to the ELA Writing assessment and rubric **2**

 **B096081**

G1.B1.S1 Provide ongoing professional development along with feedback to ensure effective writing skills/strategies are being implemented. **4**

 **S107287**

Strategy Rationale

Teachers are new to their understanding of the Florida State Standards and writing criteria for the new State Assessment.

Action Step 1 **5**

Use data from OC Writes, classroom formative assessments and teacher observations to drive instruction and identify student needs.

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Student work samples, OC Writing assessment (3x), writing rubric

Action Step 2 5

Use effective components within CPALMS, Safari Montage, and Core Connection Resources.

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Writing Samples and OC Writing Assessment

Action Step 3 5

Teachers will attend Core Connections professional development throughout the year.

Person Responsible

Dennis Gonzalez

Schedule

Evidence of Completion

Student work samples and teacher collaboration PLC exit slips

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

Classroom observations, unit/lesson plans, writing samples

Person Responsible

Arlene Carlock

Schedule

On 5/29/2015

Evidence of Completion

Student work samples, classroom walkthroughs

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

Classroom observations and data collection

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015


Evidence of Completion

Lesson/unit plans, classroom walkthroughs, iObservation

G2. To implement Lexia, Reading Plus, and iReady Math effectively throughout all grade levels and to use the data provided to assist teachers in identifying academic gaps and increase student achievement. 1

 G039779

G2.B1 Lack of understanding on how to use the programs to determine academic gaps and how to guide instruction. 2

 B096082

G2.B1.S1 Professional Developments on how to access, interpret, and understand data reports. 4

 S107288

Strategy Rationale

The programs are all new to our teachers so they will need some guidance and direction on how to use the data effectively.

Action Step 1 5

Professional development for teachers new to Lexia, Reading Plus, and iReady Math.

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Sign in sheets for data meetings and data reports representing student growth

Action Step 2 **5**

Intense training on understanding data reports.

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Students meeting grade level equivalency

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Student usage reports and performance reports.

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Student meeting usage requirement and reports brought to data meetings. Differentiated instruction targeting academic gaps.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 **7**

Teachers are using data to guide instruction and provide intervention.

Person Responsible

Dennis Gonzalez


Schedule

On 5/29/2015


Evidence of Completion

Small group & differentiated instruction


G3. To close achievement gaps for tier II and tier III students. 1

 G039780

G3.B1 Students are working below grade level proficiency. 2

 B096083

G3.B1.S1 Students will be provided small group differentiated instruction and intense intervention to target individual needs, as well as progress monitored. 4

 S107289

Strategy Rationale

To ensure that all students make the appropriate gains.

Action Step 1 5

Differentiated classroom instruction

Person Responsible

Elizabeth Bounds

Schedule

On 5/29/2015

Evidence of Completion

Classroom Assessments

Action Step 2 5

Small group instruction

Person Responsible

Dennis Gonzalez

Schedule

On 5/29/2015

Evidence of Completion

Classroom Data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Targeted instruction to meet the needs of the student

Person Responsible

Arlene Carlock

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans, Classroom Observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data meetings and classroom observations

Person Responsible

Arlene Carlock


Schedule

On 5/29/2015


Evidence of Completion

Performance Matters, class assessments, Lexia & iReady Math data


G4. To develop a clear understanding of the new Florida State Standards in order to provide rigorous instruction in math and reading. 1

 G039781

G4.B1 Lack of knowledge on how to use resources effectively to design rigorous unit plans and lessons. 2

 B096084

G4.B1.S1 To assist instructional staff on how to create effective lesson plans that correlate to the new Florida State Standards using a variety of resources available to them. 4

 S107292

Strategy Rationale

To familiarize instructional staff on the new standards and where to find resources.

Action Step 1 5

Professional Development on how to access resources provided and implement.

Person Responsible

Dennis Gonzalez

Schedule

Evidence of Completion

Student Assessments

Action Step 2 5

Continuous coaching

Person Responsible

Arlene Carlock

Schedule

On 5/29/2015

Evidence of Completion

Immediate and actionable feedback

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Reviewing lesson plans and ongoing classroom observations

Person Responsible

Arlene Carlock

Schedule

On 5/29/2015

Evidence of Completion

Effective and actionable feedback to teachers

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of unit/lesson plans, classroom and data collected through performance matters, Lexia, and iReady Math.

Person Responsible

Arlene Carlock

Schedule

On 5/29/2015

Evidence of Completion

Student achievement through data collection

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Use data from OC Writes, classroom formative assessments and teacher observations to drive instruction and identify student needs.	Gonzalez, Dennis	8/25/2014	Student work samples, OC Writing assessment (3x), writing rubric	5/29/2015 one-time
G2.B1.S1.A1	Professional development for teachers new to Lexia, Reading Plus, and iReady Math.	Gonzalez, Dennis	8/25/2014	Sign in sheets for data meetings and data reports representing student growth	5/29/2015 one-time
G3.B1.S1.A1	Differentiated classroom instruction	Bounds, Elizabeth	8/25/2014	Classroom Assessments	5/29/2015 one-time
G4.B1.S1.A1	Professional Development on how to access resources provided and implement.	Gonzalez, Dennis	5/29/2015	Student Assessments	one-time
G1.B1.S1.A2	Use effective components within CPALMS, Safari Montage, and Core Connection Resources.	Gonzalez, Dennis	8/25/2014	Writing Samples and OC Writing Assessment	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Intense training on understanding data reports.	Gonzalez, Dennis	8/25/2014	Students meeting grade level equivalency	5/29/2015 one-time
G3.B1.S1.A2	Small group instruction	Gonzalez, Dennis	8/24/2014	Classroom Data	5/29/2015 one-time
G4.B1.S1.A2	Continuous coaching	Carlock, Arlene	8/25/2014	Immediate and actionable feedback	5/29/2015 one-time
G1.B1.S1.A3	Teachers will attend Core Connections professional development throughout the year.	Gonzalez, Dennis	Student work samples and teacher collaboration PLC exit slips	one-time	
G1.MA1	OC Writing Assessments & student samples	Gonzalez, Dennis	9/8/2014	Student samples, OC Writing Assessments, and FSA Writing Assessment	5/29/2015 one-time
G1.B1.S1.MA1	Classroom observations and data collection	Gonzalez, Dennis	9/8/2014	Lesson/unit plans, classroom walkthroughs, iObservation	5/29/2015 one-time
G1.B1.S1.MA1	Classroom observations, unit/lesson plans, writing samples	Carlock, Arlene	9/8/2014	Student work samples, classroom walkthroughs	5/29/2015 one-time
G2.MA1	Successful usage reports, performance reports, and unit/lesson plans	Gonzalez, Dennis	8/25/2014	Student understanding of grade level standards	5/29/2015 one-time
G2.B1.S1.MA1	Teachers are using data to guide instruction and provide intervention.	Gonzalez, Dennis	8/25/2014	Small group & differentiated instruction	5/29/2015 one-time
G2.B1.S1.MA1	Student usage reports and performance reports.	Gonzalez, Dennis	8/25/2014	Student meeting usage requirement and reports brought to data meetings. Differentiated instruction targeting academic gaps.	5/29/2015 one-time
G3.MA1	Data will be collected through Performance Matters, classroom assessments, Lexia, and iReady Math	Gonzalez, Dennis	8/25/2014	Closing academic gaps with Tier II and Tier III students	5/29/2015 one-time
G3.B1.S1.MA1	Data meetings and classroom observations	Carlock, Arlene	8/25/2014	Performance Matters, class assessments, Lexia & iReady Math data	5/29/2015 one-time
G3.B1.S1.MA1	Targeted instruction to meet the needs of the student	Carlock, Arlene	8/25/2014	Lesson Plans, Classroom Observations	5/29/2015 one-time
G4.MA1	Teacher growth through observations (Marzano Evaluation Model) and student growth using data	Carlock, Arlene	8/25/2014	iObservation evaluations and Florida Standard Assessment results	5/29/2015 one-time
G4.B1.S1.MA1	Review of unit/lesson plans, classroom and data collected through performance matters, Lexia, and iReady Math.	Carlock, Arlene	8/25/2014	Student achievement through data collection	5/29/2015 one-time
G4.B1.S1.MA1	Reviewing lesson plans and ongoing classroom observations	Carlock, Arlene	8/25/2014	Effective and actionable feedback to teachers	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase the rigor in writing instruction in all subject areas and ensure lessons align to the new Florida State Standards.

G1.B1 Students and teachers in 4th and 5th grade are new to the ELA Writing assessment and rubric

G1.B1.S1 Provide ongoing professional development along with feedback to ensure effective writing skills/strategies are being implemented.

PD Opportunity 1

Teachers will attend Core Connections professional development throughout the year.

Facilitator

OCPS facilitators

Participants

All teachers

Schedule

G2. To implement Lexia, Reading Plus, and iReady Math effectively throughout all grade levels and to use the data provided to assist teachers in identifying academic gaps and increase student achievement.

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

G2.B1.S1 Professional Developments on how to access, interpret, and understand data reports.

PD Opportunity 1

Professional development for teachers new to Lexia, Reading Plus, and iReady Math.

Facilitator

Jonie Musser (Lexia and Reading Plus)

Participants

All instructional positions.

Schedule

On 5/29/2015

PD Opportunity 2

Intense training on understanding data reports.

Facilitator

Dennis Gonzalez

Participants

All instructional staff

Schedule

On 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0