

# Timber Lakes Elementary



# 2015-16 School Improvement Plan

## Timber Lakes Elementary

2149 CROWN HILL BLVD, Orlando, FL 32828

[www.ocps.net/lc/east/etl](http://www.ocps.net/lc/east/etl)

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	40%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	66%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

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

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

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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 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
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**

To ensure daily attendance, all students received the First Day Packet which indicates the OPCS Policy for attendance and make up work. We also have attendance information posted at the front desk for parents to view when entering the building. Truancy meetings are held after a student has had a warning after five or more unexcused absences in a 30 day period or 10 or more unexcused absences in a 90 day period. The attendance clerk runs a report once a week to see if meetings need to be held.

Timber Lakes has quarterly Dean Talks to review the Student Code of Conduct. We've established a positive behavior system using the Wolf Pup Creed which hangs in the classrooms and is stated each morning during the morning announcements. We offer alternative room assignments rather than have an out of school suspension as a consequence.

Students are monitored on a regular basis using Lexia and i-Ready. These are used to determine if a student needs Tier 2 interventions. Lexia is used for English Language Arts and i-Ready is used for math interventions and monitoring on a weekly basis.

**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	10	6	6	7	10	48
One or more suspensions	0	0	1	1	0	0	2
Course failure in ELA or Math	12	28	40	43	39	36	198
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	4	4	4	5	4	23

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

The following strategies will be employed for students identified by the early warning system:

- School wide intervention block (45 minutes)
- Intervention through Lexia Lessons
- Differentiated small group instruction
- iReady math computer based interventions assigned by teacher
- Scholastic Reading Inventory (diagnostic assessment that provides student lexile scores)
- Reading Plus
- 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, Open House and SAC enrollments.

### **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 available community resources. Our PTA is very involved with the school and works 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:**

<b>Name</b>	<b>Title</b>
Carlock, Arlene	Principal
Bounds, Elizabeth	Dean
Davis, Patricia	Instructional Coach
Brummitt, Shacara	Guidance Counselor
Garcia, Marta	Other
Lawson, Cuwana	Assistant Principal

##### **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 effective 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 therefore created a school culture that allows teachers and instructional support to feel comfortable in providing input.

Ms. Carlock and Mrs. Lawson: 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.

Mrs. Bounds: As the Dean at Timber Lakes, Mrs. Bounds' 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 of the process of monitoring students and interventions for academic and behavior success. She also facilitates MTSS meetings to ensure everyone is on the same page with interventions for Tier 2 and Tier 3 students. Mrs. Bounds conducts Section 504 meetings to make sure students have appropriate accommodations for student success. As part of the leadership team, she attends staffings 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.

Mrs. Davis:

As the Assessment Coordinator, Mrs. Davis provides professional development for upcoming assessments, security, scheduling and accommodations for students. She oversees inventory of textbooks as the Textbook Manager. Her duties as the Instructional Coach include coordinating the mentor teachers with mentees and the Beginning New Teachers Program. As the ADDitions Volunteer Coordinator, Mrs. Davis trains appropriate staff members as well as parents on how to log into the computer system. She maintains logs of volunteers and tracks volunteer hours. Mrs. Davis is the patrol sponsor, helping to ensure our school has safety measures in place for student arrival and dismissal. As part of the leadership team, Mrs. Davis attends grade level PLC's for shared decision making. Mrs. Davis is also a committed part of the community by attending monthly SAC and PTA meetings.

Ms. Brummitt:

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

Mrs. Garcia:

As the Staffing Specialist and ESOL Compliance Teacher, Mrs. Garcia's role includes monitoring, staffing and placement of current and future exceptional education students and second language learners. She ensures the accountability and accuracy of documentation required for the programs. Mrs. Garcia coordinates meetings and serves as a designee. She works with the MTSS coach and committee to monitor the progress of our ESE and ELL students 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) meets with each grade level team to identify areas of improvement. We identify possible resources and then coordinate how to acquire those resources. The LLT meets during bi-monthly data meetings to ensure that the resources acquired were effectively being used. As the year goes on, the LLT coordinates with each grade level to determine if the resources are indeed effective to determine continued 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 classroom observations. The Leadership Team conducts weekly administrative meetings to correlate all pieces and determine if each available resource is being used with fidelity and to what extent.

## **School Advisory Council (SAC)**

### **Membership:**

Name	Stakeholder Group
Arlene Carlock	Principal
Elizabeth Bounds	Teacher
Tim Casler	Teacher
Lenora Link	Teacher
Farrah Alikhan	Teacher
Allie Jessum	Parent
Alex Davidzon	Parent
Katherine Garcia	Parent
Tammy Hettrich	Parent
Shaurice Harris	Parent
Ayana Graham	Parent
Al Franchio	Parent
Mona Chay Tay	Parent
Chelsie Coats	Teacher
Jennifer Selwood	Teacher
Brooke Moulton	Teacher
Joni Loyd	Teacher
Shacara Brummitt	Teacher
Elizabeth Escobar-Diaz	Teacher
Cristina Wright	Parent
Erica Brown	Parent
Karen Bankowitz	Parent
Rachel Vilaplana-Rios	Parent
Daniel Davis	Business/Community
Norma Reyes	Education Support Employee
Jeanette Vargas	Parent
Lisette Adams	Student
Debra Santiago	Student
Nick Peterman	Business/Community

## 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 School Advisory Council (SAC) reviewed the School Improvement Plan various times throughout the school year. To make the meetings more efficient, portions of the plan were reviewed at each of the meetings and suggestions/concerns were recorded to review for the upcoming years SIP. Input was provided by the leadership team, instructional staff members and parents.

### *Development of this school improvement plan*

The School Advisory Council (SAC) met on a monthly basis to review and revise areas of the School Improvement Plan. The team worked together using input from teachers, parents and community members which demonstrated the OCPS vision of leading students to success with the support and involvement of families and the community. The SAC also discussed concerns, ideas and made recommendations for the 2015-2016 School Improvement Plan.

*Preparation of the school's annual budget and plan*

Ms. Carlock presented the annual budget and plan for the 2015-16 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***

For the 2014-15 school year, \$350 was used for ongoing teacher Professional Development. These trainings were implemented to improve teachers professional knowledge, competence, skill and effectiveness in the classroom.

***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:**

Name	Title
Carlock, Arlene	Principal
Bounds, Elizabeth	Dean
Davis, Patricia	Instructional Coach
Lawson, Cuwana	Assistant Principal
Garcia, Marta	Other

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team's major initiatives for 2015-16 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 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 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:

- Three planning days have been scheduled for each grade level throughout the year 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.
- The Cheer Committee provides treats, sends out weekly positive recognition's and creates gatherings to ensure an efficient and favorable 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 Florida State Standards (i-Ready 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 Florida State 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,



formative assessments and benchmark assessments which are all related to the Florida Standards. In addition, we use Lexia data, Reading Plus data, i-Ready 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 all students are identified and given appropriate interventions and enrichment. Data is monitored weekly by each teacher to ensure the differentiation of 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 45 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 FSA non-proficient students in third, fourth and fifth grade students.
- Students will meet after school twice a week with a Timber Lakes instructor to target student needs and increase student achievement.
- Teachers will use Florida Coach in small groups as well as differentiate their instruction to target student deficiencies.

***Strategy Rationale***

To ensure all students are grade level proficient in ELA and math

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***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***

- Lexia and i-Ready 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 "talks" will occur to reinforce positive behavior system and expectations.
- School counselor provides information on middle school transition.
- Quarterly review of the Student Code of Conduct will occur.

### 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***

Timber Lakes conducts a variety of activities to expose students to College and Career Readiness.

- Many professionals from the community come talk to our students about careers during Teach In.
- Our 5th grade students take an annual field trip to UCF.
- We celebrate College Spirit every Friday by wearing college shirts.

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

Timber Lakes will support career and technical education through the use of Digital Tools Certification for students in 4th and 5th grades in the area of Word Processing, Spreadsheets and Digital Presentations. We have two science nights through the Orlando Science Center available to all students in the community and we have Engineering Day where our 4th and 5th grade classes rotate as different Engineers talk about their professions.

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

We have a STEM Fair Night which includes K-5, where scientists come out and evaluate our students' science projects.

***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***

Timber Lakes Elementary will implement afterschool tutoring to support students who are not on grade level in reading. This is an indicator from the High School Feedback Report.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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

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

## Strategic Goals Summary

- G1.** To increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).
- G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital).

## 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 use of standards-based instruction which will lead to an increase in student achievement  
(Division Priority: Accelerate Student Performance). 1a

 G072617

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Math - All Students	85.0
FCAT 2.0 Science Proficiency	71.0

**Resources Available to Support the Goal** 2

- CPALMS
- OCPS IMS System
- Resource Teachers

**Targeted Barriers to Achieving the Goal** 3

- Teachers not having thorough knowledge of the Florida State Standards

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

Standard based lesson plans and teacher observations

**Person Responsible**

Arlene Carlock

**Schedule**

Weekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Student samples, lesson plans, formative assessments and evaluations

**G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital). 1a

 G072618

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	84.0
FCAT 2.0 Science Proficiency	71.0
AMO Math - All Students	85.0

**Resources Available to Support the Goal** 2

- Lexia, Reading Plus and i-Ready Math
- Follow up training on how to access student data and ongoing bi-weekly data meetings
- CPALMS, Safari Montage and IMS
- i-Ready Math and Reading Curriculum

**Targeted Barriers to Achieving the Goal** 3

- Teachers understanding of how to use data effectively to guide instruction
- Teachers planning and preparing rigorous lessons and unit plans

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Cuwana Lawson

**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Usage and performance reports, data matrix and lesson plans

## 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 use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance). **1**

 G072617

**G1.B1** Teachers not having thorough knowledge of the Florida State Standards **2**

 B189481

**G1.B1.S1** Provide ongoing professional development along with feedback to ensure Florida State Standards are being effectively implemented. **4**

 S200803

### Strategy Rationale

Teachers are novices to their understanding of the Florida State Standards.

### Action Step 1 **5**

Provide teachers with professional development opportunities to help them better understand the Florida State Standards.

#### Person Responsible

Patricia Davis

#### Schedule

Monthly, from 8/24/2015 to 6/8/2016

#### Evidence of Completion

Lesson plans, lesson plan checklist and teacher observations

## Action Step 2 5

Use effective components within CPALMS, Safari Montage and OCPS IMS.

### **Person Responsible**

Patricia Davis

### **Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

### ***Evidence of Completion***

Standard based meaningful lesson plans

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

Classroom observations, unit/lesson plans, student interactive academic journals and student work samples

### **Person Responsible**

Arlene Carlock

### **Schedule**

Weekly, from 8/24/2015 to 6/8/2016

### ***Evidence of Completion***

Student work samples and classroom walkthroughs

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

Classroom observations and data collection

### **Person Responsible**

Arlene Carlock

### **Schedule**

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

### ***Evidence of Completion***

Lesson/unit plans, classroom walkthroughs, iObservation

**G1.B1.S2** Provide common planning time for teachers to develop standard-based lesson plans. 4

S200804

### Strategy Rationale

Common planning time will allow teachers the opportunity to collaborate towards a common goal so teachers can be top producers of successful students.

### Action Step 1 5

Grade levels will be provided quarterly PLC planning days to collaborate on standard based, meaningful lesson instruction.

#### Person Responsible

Arlene Carlock

#### Schedule

Quarterly, from 8/24/2015 to 6/8/2016

#### Evidence of Completion

PLC minutes, PLC agenda and lesson plans will be provided by each team following planning day.

### Action Step 2 5

Select a team of teachers to have a book study using the book Embedding Formative Assessment

#### Person Responsible

Arlene Carlock

#### Schedule

Monthly, from 10/30/2015 to 5/27/2016

#### Evidence of Completion

Teachers will submit detailed notes from chapters read indicating techniques that will be implemented when developing formative assessments.

**Action Step 3** 5

Administration will attend weekly team meetings to address the use of aligned standards in lesson planning.

**Person Responsible**

Arlene Carlock

**Schedule**

Weekly, from 9/3/2015 to 5/26/2016

***Evidence of Completion***

Standard-based lesson plans for each content area with formative assessments indicated

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Leadership team will participate in and monitor PLC planning days.

**Person Responsible**

Arlene Carlock

**Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

PLC agenda, PLC minutes, lesson plans and leadership team observations.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Leadership team will monitor common planning time for teachers and their use of standard based lesson plans.

**Person Responsible**

Arlene Carlock

**Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***


Review of standard based lesson plans and data collection




**G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital). 1

 G072618

**G2.B1** Teachers understanding of how to use data effectively to guide instruction 2

 B189483

**G2.B1.S1** Professional development opportunities on how to access, interpret and understand data reports will be given. 4

 S200805

### **Strategy Rationale**

New teachers will need guidance on how to use the data effectively from programs implemented.

### **Action Step 1** 5

Professional development for teachers new to Lexia, Reading Plus and i-Ready Math

#### **Person Responsible**

Elizabeth Bounds

#### **Schedule**

Monthly, from 8/24/2015 to 6/8/2016

#### **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**

Elizabeth Bounds

#### **Schedule**

Monthly, from 8/24/2015 to 6/8/2016

#### **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**

Elizabeth Bounds

**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

Students meeting usage requirement and reports brought to data meetings and 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**

Elizabeth Bounds


**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

Small group and differentiated instruction

**G2.B1.S2** Teachers will receive professional development on how to create, administer and interpret formative assessments. **4**

 S200806

### **Strategy Rationale**

All teachers will need ongoing professional development in the creation of formative assessments and how to use the data obtained from these assessments.

### **Action Step 1** **5**

Professional development on how to create, administer and interpret formative assessments

#### **Person Responsible**

Arlene Carlock

#### **Schedule**

On 6/8/2016

#### ***Evidence of Completion***

Grade level formative assessments

### **Action Step 2** **5**

Teachers will participate in a book study regarding the creation and interpretation of formative assessments.

#### **Person Responsible**

Arlene Carlock

#### **Schedule**

Monthly, from 8/24/2015 to 6/8/2016

#### ***Evidence of Completion***

Exit slips and created formative assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Administration will ensure teachers have time to collaborate to create formative assessments.

**Person Responsible**

Arlene Carlock

**Schedule**

Weekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Teacher created formative assessments documented in lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Administration will review results from teacher created formative assessments.

**Person Responsible**

Arlene Carlock


**Schedule**

Biweekly, from 8/24/2015 to 6/8/2016


**Evidence of Completion**

During PLC Data Meetings, teachers will review formative assessment results with leadership team and teammates and discuss effectiveness using data matrix.

**G2.B2** Teachers planning and preparing rigorous lessons and unit plans **2**

 B189484

**G2.B2.S1** Assist instructional staff on how to create effective lesson plans that address the Florida State Standards. **4**

 S200807

**Strategy Rationale**

To understand the standards and know where to find resources

**Action Step 1** **5**

Professional development will be given on how to access and implement appropriate grade level resources provided, when writing standard based lesson plans.

**Person Responsible**

Patricia Davis

**Schedule**

Quarterly, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

Student assessments and teacher created lesson plans

**Action Step 2** **5**

Teachers will have the opportunity to work with district coaches to administer lessons that are engaging and rigorous.

**Person Responsible**

Arlene Carlock

**Schedule**

On 6/8/2016

***Evidence of Completion***

Classroom observations and feedback from district coaches

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Review lesson plans and ongoing classroom observations

**Person Responsible**

Arlene Carlock

**Schedule**

Weekly, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Effective and actionable feedback to teachers

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Review of unit/lesson plans, classroom and data collected through Performance Matters, Lexia, Reading Plus, and i-Ready Math

**Person Responsible**

Arlene Carlock

**Schedule**

Weekly, from 8/24/2015 to 6/8/2016

**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	Provide teachers with professional development opportunities to help them better understand the Florida State Standards.	Davis, Patricia	8/24/2015	Lesson plans, lesson plan checklist and teacher observations	6/8/2016 monthly
G1.B1.S2.A1	Grade levels will be provided quarterly PLC planning days to collaborate on standard based, meaningful lesson instruction.	Carlock, Arlene	8/24/2015	PLC minutes, PLC agenda and lesson plans will be provided by each team following planning day.	6/8/2016 quarterly
G2.B1.S1.A1	Professional development for teachers new to Lexia, Reading Plus and i-Ready Math	Bounds, Elizabeth	8/24/2015	Sign in sheets for data meetings and data reports representing student growth	6/8/2016 monthly
G2.B1.S2.A1	Professional development on how to create, administer and interpret formative assessments	Carlock, Arlene	8/24/2015	Grade level formative assessments	6/8/2016 one-time

**Orange - 1991 - Timber Lakes Elementary - 2015-16 SIP**  
*Timber Lakes Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Professional development will be given on how to access and implement appropriate grade level resources provided, when writing standard based lesson plans.	Davis, Patricia	8/24/2015	Student assessments and teacher created lesson plans	6/8/2016 quarterly
G1.B1.S1.A2	Use effective components within CPALMS, Safari Montage and OCPS IMS.	Davis, Patricia	8/24/2015	Standard based meaningful lesson plans	6/8/2016 biweekly
G1.B1.S2.A2	Select a team of teachers to have a book study using the book Embedding Formative Assessment	Carlock, Arlene	10/30/2015	Teachers will submit detailed notes from chapters read indicating techniques that will be implemented when developing formative assessments.	5/27/2016 monthly
G2.B1.S1.A2	Intense training on understanding data reports	Bounds, Elizabeth	8/24/2015	Students meeting grade level equivalency	6/8/2016 monthly
G2.B1.S2.A2	Teachers will participate in a book study regarding the creation and interpretation of formative assessments.	Carlock, Arlene	8/24/2015	Exit slips and created formative assessments	6/8/2016 monthly
G2.B2.S1.A2	Teachers will have the opportunity to work with district coaches to administer lessons that are engaging and rigorous.	Carlock, Arlene	8/24/2015	Classroom observations and feedback from district coaches	6/8/2016 one-time
G1.B1.S2.A3	Administration will attend weekly team meetings to address the use of aligned standards in lesson planning.	Carlock, Arlene	9/3/2015	Standard-based lesson plans for each content area with formative assessments indicated	5/26/2016 weekly
G1.MA1	Standard based lesson plans and teacher observations	Carlock, Arlene	8/24/2015	Student samples, lesson plans, formative assessments and evaluations	6/8/2016 weekly
G1.B1.S1.MA1	Classroom observations and data collection	Carlock, Arlene	8/18/2014	Lesson/unit plans, classroom walkthroughs, iObservation	6/5/2015 weekly
G1.B1.S1.MA1	Classroom observations, unit/lesson plans, student interactive academic journals and student work samples	Carlock, Arlene	8/24/2015	Student work samples and classroom walkthroughs	6/8/2016 weekly
G1.B1.S2.MA1	Leadership team will monitor common planning time for teachers and their use of standard based lesson plans.	Carlock, Arlene	8/24/2015	Review of standard based lesson plans and data collection	6/8/2016 quarterly
G1.B1.S2.MA1	Leadership team will participate in and monitor PLC planning days.	Carlock, Arlene	8/24/2015	PLC agenda, PLC minutes, lesson plans and leadership team observations.	6/8/2016 quarterly
G2.MA1	Successful usage reports, performance reports, data matrix and unit/lesson plans	Lawson, Cuwana	8/24/2015	Usage and performance reports, data matrix and lesson plans	6/8/2016 biweekly
G2.B1.S1.MA1	Teachers are using data to guide instruction and provide intervention.	Bounds, Elizabeth	8/24/2015	Small group and differentiated instruction	6/8/2016 biweekly
G2.B1.S1.MA1	Student usage reports and performance reports	Bounds, Elizabeth	8/24/2015	Students meeting usage requirement and reports brought to data meetings and differentiated instruction targeting academic gaps.	6/8/2016 biweekly
G2.B2.S1.MA1	Review of unit/lesson plans, classroom and data collected through Performance Matters, Lexia, Reading Plus, and i-Ready Math	Carlock, Arlene	8/24/2015	Student achievement through data collection	6/8/2016 weekly
G2.B2.S1.MA1	Review lesson plans and ongoing classroom observations	Carlock, Arlene	8/24/2015	Effective and actionable feedback to teachers	6/8/2016 weekly
G2.B1.S2.MA1	Administration will review results from teacher created formative assessments.	Carlock, Arlene	8/24/2015	During PLC Data Meetings, teachers will review formative assessment results with leadership team and teammates and discuss effectiveness using data matrix.	6/8/2016 biweekly
G2.B1.S2.MA1	Administration will ensure teachers have time to collaborate to create formative assessments.	Carlock, Arlene	8/24/2015	Teacher created formative assessments documented in lesson plans	6/8/2016 weekly

## 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 use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

**G1.B1** Teachers not having thorough knowledge of the Florida State Standards

**G1.B1.S1** Provide ongoing professional development along with feedback to ensure Florida State Standards are being effectively implemented.

### PD Opportunity 1

Provide teachers with professional development opportunities to help them better understand the Florida State Standards.

#### Facilitator

Patricia Davis, CRT

#### Participants

All teachers

#### Schedule

Monthly, from 8/24/2015 to 6/8/2016

**G1.B1.S2** Provide common planning time for teachers to develop standard-based lesson plans.

### PD Opportunity 1

Grade levels will be provided quarterly PLC planning days to collaborate on standard based, meaningful lesson instruction.

#### Facilitator

Patricia Davis, CRT

#### Participants

All teachers

#### Schedule

Quarterly, from 8/24/2015 to 6/8/2016

**G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital).

**G2.B1** Teachers understanding of how to use data effectively to guide instruction

**G2.B1.S1** Professional development opportunities on how to access, interpret and understand data reports will be given.

**PD Opportunity 1**

Professional development for teachers new to Lexia, Reading Plus and i-Ready Math

**Facilitator**

Jonie Musser (Lexia and Reading Plus)

**Participants**

All teachers

**Schedule**

Monthly, from 8/24/2015 to 6/8/2016

**PD Opportunity 2**

Intense training on understanding data reports

**Facilitator**

Elizabeth Bounds

**Participants**

All teachers

**Schedule**

Monthly, from 8/24/2015 to 6/8/2016

**G2.B1.S2** Teachers will receive professional development on how to create, administer and interpret formative assessments.

### **PD Opportunity 1**

Professional development on how to create, administer and interpret formative assessments

#### **Facilitator**

Arlene Carlock

#### **Participants**

All teachers

#### **Schedule**

On 6/8/2016

### **PD Opportunity 2**

Teachers will participate in a book study regarding the creation and interpretation of formative assessments.

#### **Facilitator**

Arlene Carlock

#### **Participants**

Leadership Team and Team Leaders

#### **Schedule**

Monthly, from 8/24/2015 to 6/8/2016

**G2.B2** Teachers planning and preparing rigorous lessons and unit plans

**G2.B2.S1** Assist instructional staff on how to create effective lesson plans that address the Florida State Standards.

**PD Opportunity 1**

Teachers will have the opportunity to work with district coaches to administer lessons that are engaging and rigorous.

**Facilitator**

Arlene Carlock

**Participants**

Selected classroom teachers

**Schedule**

On 6/8/2016

## Technical Assistance Items

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

**G1.** To increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

**G1.B1** Teachers not having thorough knowledge of the Florida State Standards

**G1.B1.S1** Provide ongoing professional development along with feedback to ensure Florida State Standards are being effectively implemented.

### PD Opportunity 1

Use effective components within CPALMS, Safari Montage and OCPS IMS.

#### Facilitator

Patricia Davis, CRT

#### Participants

All teachers

#### Schedule

Biweekly, from 8/24/2015 to 6/8/2016

**G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital).

**G2.B2** Teachers planning and preparing rigorous lessons and unit plans

**G2.B2.S1** Assist instructional staff on how to create effective lesson plans that address the Florida State Standards.

### PD Opportunity 1

Professional development will be given on how to access and implement appropriate grade level resources provided, when writing standard based lesson plans.

#### Facilitator

Patricia Davis

#### Participants

All classroom teachers

#### Schedule

Quarterly, from 8/24/2015 to 6/8/2016

## Budget

### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Provide teachers with professional development opportunities to help them better understand the Florida State Standards.</b>				<b>\$2,433.85</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1991 - Timber Lakes Elementary	General Fund		\$2,251.35
			<i>Notes: Partial salary for the CRT to conduct Wednesday staff development.</i>			
	5100	510-Supplies	1991 - Timber Lakes Elementary	General Fund		\$33.00
			<i>Notes: Cost for a case of paper to copy Florida Standards for each teacher.</i>			
	5100	510-Supplies	1991 - Timber Lakes Elementary	General Fund		\$149.50
			<i>Notes: Cost of 3" binders for each teacher to place copies of Florida Standards in.</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Use effective components within CPALMS, Safari Montage and OCPS IMS.</b>				<b>\$2,699.36</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1991 - Timber Lakes Elementary	General Fund		\$2,251.35
			<i>Notes: Partial salary for CRT to conduct Wednesday staff development.</i>			
	5100	510-Supplies	1991 - Timber Lakes Elementary	General Fund		\$448.01
			<i>Notes: Cost of chart paper, binders, tabbed dividers, dry erase and regular markers and sticky note pads to use during staff development.</i>			
<b>3</b>	<b>G1.B1.S2.A1</b>	<b>Grade levels will be provided quarterly PLC planning days to collaborate on standard based, meaningful lesson instruction.</b>				<b>\$11,250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	1991 - Timber Lakes Elementary	General Fund		\$11,250.00
			<i>Notes: All classroom teachers will have 3 PLC Planning Days to collaborate with their team to develop rigorous, standard based lessons.</i>			
<b>4</b>	<b>G1.B1.S2.A2</b>	<b>Select a team of teachers to have a book study using the book Embedding Formative Assessment</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B1.S2.A3</b>	<b>Administration will attend weekly team meetings to address the use of aligned standards in lesson planning.</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S1.A1</b>	<b>Professional development for teachers new to Lexia, Reading Plus and i-Ready Math</b>				<b>\$26,790.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	5100	360-Rentals	1991 - Timber Lakes Elementary	General Fund		\$26,790.00
			Notes: Cost for 1-year subscription which includes professional development by representatives from i-Ready, Lexia and Reading Plus.			
7	G2.B1.S1.A2	Intense training on understanding data reports				\$2,151.81
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	1991 - Timber Lakes Elementary	General Fund		\$15.00
			Notes: Cost for half case of paper to run data reports to instruct teachers on how to understand student results.			
	5100	100-Salaries	1991 - Timber Lakes Elementary	General Fund		\$2,136.81
			Notes: Partial salary for Instructional Coach to show teachers how to understand data reports.			
8	G2.B1.S2.A1	Professional development on how to create, administer and interpret formative assessments				\$4,258.09
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	1991 - Timber Lakes Elementary	General Fund		\$81.17
			Notes: Cost for chart paper, notepads and markers to be used during professional development.			
	5100	110-Administrators	1991 - Timber Lakes Elementary	General Fund		\$4,176.92
			Notes: Partial principal's salary for professional development.			
9	G2.B1.S2.A2	Teachers will participate in a book study regarding the creation and interpretation of formative assessments.				\$4,481.83
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	510-Supplies	1991 - Timber Lakes Elementary	General Fund		\$304.91
			Notes: Members of the administrative team and team leaders will conduct a book study on formative assessments.			
	5100	110-Administrators	1991 - Timber Lakes Elementary	General Fund		\$4,176.92
			Notes: Partial salary for school principal to conduct lesson study to also include follow-up days.			
10	G2.B2.S1.A1	Professional development will be given on how to access and implement appropriate grade level resources provided, when writing standard based lesson plans.				\$2,079.68
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	5100	644-Computer Hardware Non-Capitalized	1991 - Timber Lakes Elementary	General Fund		\$954.00
			<i>Notes: Professional development will be held in the computer lab. There are 45 computers available for teachers to log on for the training.</i>			
	5100	100-Salaries	1991 - Timber Lakes Elementary	General Fund		\$1,125.68
			<i>Notes: Partial salary for CRT to conduct staff development during teacher special area times.</i>			
11	G2.B2.S1.A2	Teachers will have the opportunity to work with district coaches to administer lessons that are engaging and rigorous.				\$225.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	1991 - Timber Lakes Elementary	General Fund		\$225.00
			<i>Notes: Cost for half day substitutes to cover classes while selected teachers and district coaches participate in instructional rounds.</i>			
					<b>Total:</b>	<b>\$56,369.62</b>