Timber Lakes Elementary

2016-17 Schoolwide Improvement Plan

Timber Lakes Elementary

2149 CROWN HILL BLVD, Orlando, FL 32828

https://timberlakeses.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Timber Lakes Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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 positive relationships. Another way we build relationships between teachers and students is through the implementation of the BPIE (Best Practices for Inclusive Education). The 34 indicators of the BPIE helped us to focus on planning, MTSS and communication, all to gain a better understanding of students' needs.

b. 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.

c. 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 students 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.

d. 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. Our guidance counselor meets on a consistent basis to provide ongoing support to students who have been recommended by teachers or those that parents have requested counseling. Through this system we provide counseling 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. With

our ESE students, the BPIE (Best Practices for Inclusive Education) is used to identify learning opportunities that are continuously shared with our stakeholders.

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

a. 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 receive the First Day Packet which indicates the OCPS 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 if a student incurs 6 unexcused absences in a 30 day period or 10 unexcused absences within a 60 day period. The attendance clerk runs a report once a week to monitor 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 each classroom and is stated each morning during the morning announcements. We offer alternative classroom behavior consequences rather than have a student on out of school suspension.
Students are monitored on a regular basis using Lexia and i-Ready. These are used to determine if a student needs Tier 2 or 3 interventions. Lexia is used for English Language Arts and students who are in our lowest 30%. i-Ready is used for reading and math interventions and monitoring on a weekly basis.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	7	10	4	6	9	0	0	0	0	0	0	0	50
One or more suspensions	1	0	0	1	2	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	20	25	35	41	43	32	0	0	0	0	0	0	0	196
Level 1 on statewide assessment	0	0	0	19	20	21	0	0	0	0	0	0	0	60

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	6	6	17	20	18	0	0	0	0	0	0	0	73

c. 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 reading and math computer based interventions assigned by teacher
-Scholastic Reading Inventory (diagnostic assessment that provides student Lexile scores)
-Before school tutoring for 3rd grade
-SAI after school tutoring

Timber Lakes will implement BPIE (Best Practices for Inclusive Education) Indicator 15 by providing job-embedded professional development for teachers for inclusive education for all students with disabilities. This will broaden our focus on the multi-tiered system of student support (MTSS) and assist with the formation of Tier II and Tier III strategies.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 participation.

2. 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 that is sent out every Sunday.

C. 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).

1. School Leadership Team

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

Name	Title
Carlock, Arlene	Principal
Davis, Patricia	Instructional Coach
Brummitt, Shacara	School Counselor
Garcia, Marta	Other
Jones, Marvin	Assistant Principal
Nelson, Sydney	Dean

b. Duties

1. 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.

Ms. Nelson:
New as the Dean at Timber Lakes, Ms. Nelsons' role will be 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 will be to inform teachers of the process of monitoring students and interventions for academic and behavior success. She will facilitate MTSS meetings to ensure everyone is on the same page with interventions for Tier 2 and Tier 3 students. Ms. Nelson will conduct Section 504 meetings to make sure students have appropriate accommodations for student success. As part of the leadership team, she will attend staffings for ESE students and grade level PLC's for shared decision making. Ms. Nelson 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 provides on-going behavior and bullying prevention support to teachers, parents and students. Ms. Brummitt also oversees the Foster Care, Homeless, Peer Mediation, Red Ribbon Week and Terrific Kids programs for Timber Lakes.

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.

2. 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 in need 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 are 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Arlene Carlock	Principal
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
Jennifer Selwood	Teacher
Brooke Moulton	Teacher
Shacara Brummitt	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
Lissette Adams	Student
Debra Santiago	Student
Nick Peterman	Business/Community

b. Duties

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

a. 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.

b. Development of this school improvement plan

The School Advisory Council (SAC) meets on the first Thursday of each month to review and revise areas of the School Improvement Plan. The team works 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 team also discusses concerns, ideas and makes recommendations for the upcoming years School Improvement Plan.

c. Preparation of the school's annual budget and plan

Ms. Carlock will present the annual budget and plan for the 2016-17 school year to all members in attendance at the October SAC meeting.

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

For the 2016-17 school year, we have budgeted $400 for ongoing teacher Professional Development. These trainings will be implemented to improve teachers professional knowledge, competence, skill and effectiveness in the classroom.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Carlock, Arlene	Principal
Davis, Patricia	Instructional Coach
Jones, Marvin	Assistant Principal
Garcia, Marta	Other
Nelson, Sydney	Dean
Brummitt, Shacara	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team's major initiatives for 2016-17 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, deconstructing the standards, rigorous instruction)

- 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

D. 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).

1. 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 full 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 discuss effective planning and instructional practices.

-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.

2. 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.

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

Timber Lakes Elementary Schools 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Reading and Math Computer based programs, Lexia reading program and SRI). Teachers are required to 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.

b. Instructional Strategies

1. 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 teacher-made assessments which are all related to the Florida Standards. In addition, we use Lexia data, i-Ready reading and 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 differentiation of instruction is occurring in order to reach all students at their academic level. Teachers plan a week in advance to ensure the content is covered efficiently and with a high levels 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.
Utilizing the BPIE (Best Practices for Inclusive Education) at Timber Lakes will enable the teachers to determine student needs and identify strategies which can be incorporated into Tier II and Tier III interventions. Indicator 17 of the BPIE specifically focuses on administration ensuring that teacher/team collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

2. 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 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
Nelson, Sydney, sydney.nelson@ocps.net

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

-Lexia and i-Ready Reading and Math Reports

2. Student Transition and Readiness

a. 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).

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

-During Meet the Teacher, 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 our positive behavior system and expectations
-School counselor provides information on middle school transition
-Quarterly review of the Student Code of Conduct

b. College and Career Readiness

1. 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.

2. 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 presented by the Orlando Science Center available to all students in the community. We also have Engineering Day where our 4th and 5th grade classes rotate as different Engineers talk about their professions.

3. 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 all students in K-5, where scientists come out and evaluate our students' science projects.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness).

G2.   To increase ELA, Math and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance).

G3.   Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the Achievement Gap).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness). 1a

🔍 G084645

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	87.0
FSA Mathematics Achievement	88.0
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal 3

- Lack of meaningful enrichment activities and support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS, Safari Montage and IMS

- i-Ready Reading and Math Curriculum

Plan to Monitor Progress Toward G1. 8

Lesson Plan Checklists

Person Responsible
Marvin Jones

Schedule
Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion
Lesson plan checklists will be completed monthly which will have feedback and positive praise given to teacher.

G2. To increase ELA, Math and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance). `1a`

🔍 G084646

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	87.0
FSA Mathematics Achievement	88.0
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal `3`

- Teachers not differentiating instruction to target students at their ability levels.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- CPALMS, IMS and Safari Montage

- Administrators, Resource Teachers, District Coaches, I-Ready Consultant

- Lexia and I-Ready Reading and Math

Plan to Monitor Progress Toward G2. `8`

Formative assessments, student friendly scales, samples of student work and interactive notebooks.

Person Responsible
Arlene Carlock

Schedule
Every 6 Weeks, from 9/2/2016 to 5/5/2017

Evidence of Completion
Results from I-Ready reading and math, MAP and Lexia.

G3. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the Achievement Gap). 1a

🔍 G084647

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	87.0
FCAT 2.0 Science Proficiency	73.0
FSA Mathematics Achievement	88.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of how to use data effectively to guide instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MAP, Lexia and i-Ready Reading and Math Curriculum

- CPALMS, Safari Montage and IMS

- Administration, Resource Teachers, District Coaches, I-Ready Consultant

- Support facilitation schedule, EDW report with LREs, 3rd - 5th grade after school tutoring

- Grade level planning days, agenda, notes, lesson plans, master schedule

Plan to Monitor Progress Toward G3. 8

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

Person Responsible
Marvin Jones

Schedule
Weekly, from 9/2/2016 to 5/5/2017

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. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness). 1

🔍 G084645

G1.B1 Lack of meaningful enrichment activities and support. 2

🔍 B224991

G1.B1.S1 Teachers planning and implementing rigorous lesson and unit plans at DOK Levels 3 and 4. 4

🔍 S237371

Strategy Rationale

Teachers are not using the Florida Standards, MTPs, Scope and Sequence and Focus Calendars with fidelity to appropriately plan lessons.

Action Step 1 5

Teachers will be required to use DOK Levels 3 and 4 when planning lesson/unit plans.

Person Responsible

Marvin Jones

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Classroom observations, unit/lesson plans, student interactive notebooks, student work samples and formative assessments.

Action Step 2 5

Teachers will be provided appropriate curriculum and resource support for instruction.

Person Responsible

Arlene Carlock

Schedule

Quarterly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Projects, Lexia, I-Ready Reading and Math Reports, Scheduled Computer Lab time

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

Lesson plans will be checked on a monthly basis to include appropriate DOK Levels for planned activities.

Person Responsible

Marvin Jones

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Lesson/unit plans, lesson plan checklist and feedback from classroom observations.

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

Monthly Lesson Plan Check, formative assessments, Lexia and I-ready reading and math data.

Person Responsible

Marvin Jones

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Lesson/unit plans and feedback in iObservation

G1.B1.S2 Use components of CPALMS, Safari Montage, CAPE and IMS to develop standard-based engaging lessons. 4

🔑 S237372

Strategy Rationale

Teachers not having thorough knowledge of how to access CPALMS, Safari Montage, CAPE and IMS to use components effectively.

Action Step 1 5

More technology to work on projects that will challenge students.

Person Responsible

Patricia Davis

Schedule

On 5/5/2017

Evidence of Completion

Computer lab schedules, MAPS, iReady, Lexia Reports

Action Step 2 5

More non-fiction books on reach grade level.

Person Responsible

Marvin Jones

Schedule

On 5/5/2017

Evidence of Completion

Checkout Report of Nonfiction Books

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

Schedule time during the school week for classes to use the computer and Media Center lab.

Person Responsible

Patricia Davis

Schedule

On 5/5/2017

Evidence of Completion

Computer and Media Center lab rotation schedules

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

Team leaders will report any concerns regarding scheduled use of computer and Media Center labs.

Person Responsible

Patricia Davis

Schedule

On 5/5/2017

Evidence of Completion

G2. To increase ELA, Math and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance). `1`

🔍 G084646

G2.B2 Teachers not differentiating instruction to target students at their ability levels. `2`

🔍 B224997

G2.B2.S1 Teachers will use data to determine how to appropriately group students for instruction during intervention, reteach and small group instruction. `4`

🔍 S237375

Strategy Rationale

Once teachers are able to determine which students need additional time to master specific strands, student proficiency will increase.

Action Step 1 `5`

Teachers will group students according to collected data from classroom assessments, MAP, Lexia, I-Ready reading and math.

Person Responsible

Arlene Carlock

Schedule

Every 6 Weeks, from 9/2/2016 to 5/5/2017

Evidence of Completion

Teacher lists of student groups

Action Step 2 `5`

Teachers will use lessons from i-Ready to target specific concepts students are struggling with.

Person Responsible

Sydney Nelson

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

i-Ready class and school reports

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

Teachers will indicate which students are in each group for intervention, reteach and small group instruction.

Person Responsible

Arlene Carlock

Schedule

Every 6 Weeks, from 9/2/2016 to 5/5/2017

Evidence of Completion

Lesson/unit plans indicating student groupings.

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

Teachers will discuss student groupings during weekly PLC's and monthly data meetings with administration.

Person Responsible

Arlene Carlock

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

I-ready data will be collected to indicate which students are working on which skills.

G2.B2.S2 Teachers will move students from one group to the other (low, low-average, average, high) as skills are mastered. 4

🔑 S237376

Strategy Rationale

Fluid groups will ensure students are not in one group all year, but have the opportunity to participate in lessons at different levels.

Action Step 1 5

Teachers will use data to determine when students have mastered the concept and can move to the next group.

Person Responsible

Arlene Carlock

Schedule

Every 6 Weeks, from 9/2/2016 to 5/5/2017

Evidence of Completion

Results from MAP, Lexia, i-Ready reading and math and formative assessments.

Action Step 2 5

ESE students will be grouped in 1-2 classes for support facilitation by ESE teachers.

Person Responsible

Marvin Jones

Schedule

Daily, from 9/2/2016 to 5/5/2017

Evidence of Completion

ESE teachers and paras support facilitation schedules

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Classroom walkthroughs and discussions during PLC's.

Person Responsible

Arlene Carlock

Schedule

Every 6 Weeks, from 9/2/2016 to 5/5/2017

Evidence of Completion

PLC Minutes, lesson plans and teacher group lists.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Classroom walkthroughs and lesson plan checks.

Person Responsible

Arlene Carlock

Schedule

Every 6 Weeks, from 9/2/2016 to 5/5/2017

Evidence of Completion

Lesson plan checklists and feedback on iObservation.

G3. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the Achievement Gap). `1`

🔍 G084647

G3.B1 Teachers understanding of how to use data effectively to guide instruction. `2`

🔍 B225002

G3.B1.S1 Professional development opportunities on how to access, interpret and understand data reports will be given. `4`

🔍 S237377

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 the MTSS process, Lexia and I-Ready Reading and Math programs.

Person Responsible

Sydney Nelson

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Sign in sheets from professional development trainings, data reports indicating student growth.

Action Step 2 `5`

Intense professional development trainings using Core Connections for writing proficiency.

Person Responsible

Patricia Davis

Schedule

Quarterly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Students meeting grade level equivalency in ELA.

Action Step 3 `5`

Professional development training on MTP's and test item specifications to facilitate lesson planning.

> **Person Responsible**
>
> Patricia Davis
>
> **Schedule**
>
> Monthly, from 9/2/2016 to 5/5/2017
>
> ***Evidence of Completion***
>
> Sign in sheets from trainings

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

Student usage and performance reports.

> **Person Responsible**
>
> Sydney Nelson
>
> **Schedule**
>
> Weekly, from 9/2/2016 to 5/5/2017
>
> ***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 G3.B1.S1 `7`

Teachers are using data to guide instruction and provide intervention.

> **Person Responsible**
>
> Sydney Nelson
>
> **Schedule**
>
> Weekly, from 9/2/2016 to 5/5/2017
>
> ***Evidence of Completion***
>
> Small group and differentiated instruction

G3.B1.S2 Teachers will receive professional development on how to create, administer and interpret formative assessments. 4

🔑 S237378

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 5/5/2017

Evidence of Completion

Grade level formative assessments

Action Step 2 5

Professional Development training on MTP's and test item specifications to facilitate lesson planning to drill down lessons in the classroom.

Person Responsible

Patricia Davis

Schedule

On 5/5/2017

Evidence of Completion

Sign in sheets from trainings

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S2.MA1 M313005	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
G3.B1.S2.MA1 M313006	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
G1.MA1 M312993	Lesson Plan Checklists	Jones, Marvin	9/2/2016	Lesson plan checklists will be completed monthly which will have feedback and positive praise given to teacher.	5/5/2017 monthly
G2.MA1 M313002	Formative assessments, student friendly scales, samples of student work and interactive notebooks.	Carlock, Arlene	9/2/2016	Results from I-Ready reading and math, MAP and Lexia.	5/5/2017 every-6-weeks
G3.MA1 M313011	Successful usage reports, performance reports, data matrix and unit/lesson plans.	Jones, Marvin	9/2/2016	Usage and performance reports, data matrix and lesson plans.	5/5/2017 weekly
G1.B1.S1.MA1 M312989	Monthly Lesson Plan Check, formative assessments, Lexia and I-ready reading and math data.	Jones, Marvin	9/2/2016	Lesson/unit plans and feedback in iObservation	5/5/2017 monthly
G1.B1.S1.MA1 M312990	Lesson plans will be checked on a monthly basis to include appropriate DOK Levels for planned...	Jones, Marvin	9/2/2016	Lesson/unit plans, lesson plan checklist and feedback from classroom observations.	5/5/2017 monthly
G1.B1.S1.A1 A306777	Teachers will be required to use DOK Levels 3 and 4 when planning lesson/ unit plans.	Jones, Marvin	9/2/2016	Classroom observations, unit/lesson plans, student interactive notebooks, student work samples and formative assessments.	5/5/2017 monthly
G1.B1.S1.A2 A306778	Teachers will be provided appropriate curriculum and resource support for instruction.	Carlock, Arlene	9/2/2016	Projects, Lexia, I-Ready Reading and Math Reports, Scheduled Computer Lab time	5/5/2017 quarterly
G2.B2.S1.MA1 M312998	Teachers will discuss student groupings during weekly PLC's and monthly data meetings with...	Carlock, Arlene	9/2/2016	I-ready data will be collected to indicate which students are working on which skills.	5/5/2017 monthly
G2.B2.S1.MA1 M312999	Teachers will indicate which students are in each group for intervention, reteach and small group...	Carlock, Arlene	9/2/2016	Lesson/unit plans indicating student groupings.	5/5/2017 every-6-weeks
G2.B2.S1.A1 A306786	Teachers will group students according to collected data from classroom assessments, MAP, Lexia,...	Carlock, Arlene	9/2/2016	Teacher lists of student groups	5/5/2017 every-6-weeks
G2.B2.S1.A2 A306787	Teachers will use lessons from i-Ready to target specific concepts students are struggling with.	Nelson, Sydney	9/2/2016	i-Ready class and school reports	5/5/2017 monthly
G3.B1.S1.MA1 M313003	Teachers are using data to guide instruction and provide intervention.	Nelson, Sydney	9/2/2016	Small group and differentiated instruction	5/5/2017 weekly
G3.B1.S1.MA1 M313004	Student usage and performance reports.	Nelson, Sydney	9/2/2016	Students meeting usage requirement and reports brought to data meetings and differentiated instruction targeting academic gaps.	5/5/2017 weekly
G3.B1.S1.A1 A306790	Professional development for teachers new to the MTSS process, Lexia and I-Ready Reading and Math...	Nelson, Sydney	9/2/2016	Sign in sheets from professional development trainings, data reports indicating student growth.	5/5/2017 monthly
G3.B1.S1.A2 A306791	Intense professional development trainings using Core Connections for writing proficiency.	Davis, Patricia	9/2/2016	Students meeting grade level equivalency in ELA.	5/5/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3 A306792	Professional development training on MTP's and test item specifications to facilitate lesson...	Davis, Patricia	9/2/2016	Sign in sheets from trainings	5/5/2017 monthly
G1.B1.S2.MA1 M312991	Team leaders will report any concerns regarding scheduled use of computer and Media Center labs.	Davis, Patricia	9/2/2016		5/5/2017 one-time
G1.B1.S2.MA1 M312992	Schedule time during the school week for classes to use the computer and Media Center lab.	Davis, Patricia	9/2/2016	Computer and Media Center lab rotation schedules	5/5/2017 one-time
G1.B1.S2.A1 A306779	More technology to work on projects that will challenge students.	Davis, Patricia	9/2/2016	Computer lab schedules, MAPS, iReady, Lexia Reports	5/5/2017 one-time
G1.B1.S2.A2 A306780	More non-fiction books on reach grade level.	Jones, Marvin	9/2/2016	Checkout Report of Nonfiction Books	5/5/2017 one-time
G2.B2.S2.MA1 M313000	Classroom walkthroughs and lesson plan checks.	Carlock, Arlene	9/2/2016	Lesson plan checklists and feedback on iObservation.	5/5/2017 every-6-weeks
G2.B2.S2.MA1 M313001	Classroom walkthroughs and discussions during PLC's.	Carlock, Arlene	9/2/2016	PLC Minutes, lesson plans and teacher group lists.	5/5/2017 every-6-weeks
G2.B2.S2.A1 A306788	Teachers will use data to determine when students have mastered the concept and can move to the...	Carlock, Arlene	9/2/2016	Results from MAP, Lexia, i-Ready reading and math and formative assessments.	5/5/2017 every-6-weeks
G2.B2.S2.A2 A306789	ESE students will be grouped in 1-2 classes for support facilitation by ESE teachers.	Jones, Marvin	9/2/2016	ESE teachers and paras support facilitation schedules	5/5/2017 daily
G3.B1.S2.A1 A306793	Professional development on how to create, administer and interpret formative assessments	Carlock, Arlene	9/2/2016	Grade level formative assessments	5/5/2017 one-time
G3.B1.S2.A2 A306794	Professional Development training on MTP's and test item specifications to facilitate lesson...	Davis, Patricia	9/2/2016	Sign in sheets from trainings	5/5/2017 one-time

V. Professional Development Opportunities

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

G1. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness).

G1.B1 Lack of meaningful enrichment activities and support.

G1.B1.S1 Teachers planning and implementing rigorous lesson and unit plans at DOK Levels 3 and 4.

PD Opportunity 1

Teachers will be required to use DOK Levels 3 and 4 when planning lesson/unit plans.

Facilitator

Cuwana Lawson

Participants

Classroom Teachers

Schedule

Monthly, from 9/2/2016 to 5/5/2017

G2. To increase ELA, Math and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance).

G2.B2 Teachers not differentiating instruction to target students at their ability levels.

G2.B2.S1 Teachers will use data to determine how to appropriately group students for instruction during intervention, reteach and small group instruction.

PD Opportunity 1

Teachers will group students according to collected data from classroom assessments, MAP, Lexia, I-Ready reading and math.

Facilitator

Lois Page

Participants

K-5 classroom teachers; ESE teachers

Schedule

Every 6 Weeks, from 9/2/2016 to 5/5/2017

PD Opportunity 2

Teachers will use lessons from i-Ready to target specific concepts students are struggling with.

Facilitator

Lois Page

Participants

K-5 classroom teacehrs, ESE teachers

Schedule

Monthly, from 9/2/2016 to 5/5/2017

G3. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the Achievement Gap).

G3.B1 Teachers understanding of how to use data effectively to guide instruction.

G3.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 the MTSS process, Lexia and I-Ready Reading and Math programs.

Facilitator

Sydney Nelson

Participants

All new classroom teachers

Schedule

Monthly, from 9/2/2016 to 5/5/2017

PD Opportunity 2

Intense professional development trainings using Core Connections for writing proficiency.

> **Facilitator**
>
> Lori Gandolfo
>
> **Participants**
>
> Fourth and fifth grade ELA teachers
>
> **Schedule**
>
> Quarterly, from 9/2/2016 to 5/5/2017

PD Opportunity 3

Professional development training on MTP's and test item specifications to facilitate lesson planning.

> **Facilitator**
>
> Patricia Davis
>
> **Participants**
>
> All classroom teachers
>
> **Schedule**
>
> Monthly, from 9/2/2016 to 5/5/2017

G3.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 5/5/2017

PD Opportunity 2

Professional Development training on MTP's and test item specifications to facilitate lesson planning to drill down lessons in the classroom.

Facilitator

Patricia Davis

Participants

All classroom teachers

Schedule

On 5/5/2017

VI. Technical Assistance Items

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

G1. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness).

G1.B1 Lack of meaningful enrichment activities and support.

G1.B1.S1 Teachers planning and implementing rigorous lesson and unit plans at DOK Levels 3 and 4.

TA Opportunity 1

Teachers will be provided appropriate curriculum and resource support for instruction.

Facilitator

Arlene Carlock

Participants

Classroom Teachers

Schedule

Quarterly, from 9/2/2016 to 5/5/2017

G1.B1.S2 Use components of CPALMS, Safari Montage, CAPE and IMS to develop standard-based engaging lessons.

TA Opportunity 1

More technology to work on projects that will challenge students.

Facilitator

Classroom Teachers

Participants

All students

Schedule

On 5/5/2017

VII. Budget

1	G1.B1.S1.A1	**Teachers will be required to use DOK Levels 3 and 4 when planning lesson/ unit plans.**	**$0.00**
2	G1.B1.S1.A2	**Teachers will be provided appropriate curriculum and resource support for instruction.**	**$0.00**

3	G1.B1.S2.A1	More technology to work on projects that will challenge students.					$0.00
4	G1.B1.S2.A2	More non-fiction books on reach grade level.					$4,225.00
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
			612-Library Books for Existing Libraries	1991 - Timber Lakes Elementary	General Fund		$4,225.00
5	G2.B2.S1.A1	Teachers will group students according to collected data from classroom assessments, MAP, Lexia, I-Ready reading and math.					$0.00
6	G2.B2.S1.A2	Teachers will use lessons from i-Ready to target specific concepts students are struggling with.					$0.00
7	G2.B2.S2.A1	Teachers will use data to determine when students have mastered the concept and can move to the next group.					$0.00
8	G2.B2.S2.A2	ESE students will be grouped in 1-2 classes for support facilitation by ESE teachers.					$0.00
9	G3.B1.S1.A1	Professional development for teachers new to the MTSS process, Lexia and I-Ready Reading and Math programs.					$0.00
10	G3.B1.S1.A2	Intense professional development trainings using Core Connections for writing proficiency.					$4,800.00
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6400		1991 - Timber Lakes Elementary	General Fund		$4,800.00
				Notes: Cost for Core Connections training for fourth and fifth grade ELA teachers			
11	G3.B1.S1.A3	Professional development training on MTP's and test item specifications to facilitate lesson planning.					$0.00
12	G3.B1.S2.A1	Professional development on how to create, administer and interpret formative assessments					$0.00
13	G3.B1.S2.A2	Professional Development training on MTP's and test item specifications to facilitate lesson planning to drill down lessons in the classroom.					$0.00
						Total:	$9,025.00