# Timber Springs Middle



## 2017-18 Schoolwide Improvement Plan

# Timber Springs Middle

## 16001 TIMBER PARK LN, Orlando, FL 32828

## https://timberspringsms.ocps.net/

### School Demographics

| **School Type and Grades Served** (per MSID File) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | No | 59% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 71% |

### School Grades History

**Year**

**Grade**

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

### 2017-18 DA Category and Statuses for Timber Springs Middle

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - <u>LaShawn Russ-Porterfield</u> | - 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 their communities.

#### 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 Springs Middle School's faculty and staff nurture academic relationships with students that provide the foundation to build the knowledge of the cultures that we serve. Focusing on cultural diversity, stellar customer service, rigorous and relevant learning experiences are district adopted strategies used at Timber Springs to ensure student success and to close the achievement gap for all students.

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

Maintaining a safe and orderly school environment is a basic foundation for increasing student achievement. Timber Springs Middle School's administrative team adhere to district policies to develop and implement the best systems of approach for our campus. During the school year, student behavior and safety expectations are reviewed on an on-going basis and emergency procedures are conducted monthly. Student expectations are communicated daily by teachers and administrators through Canvas, morning announcements, and newsletters.

#### 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.

The OCPS Student Code of Conduct is the official document which is used to govern student behavior on campus. This is reviewed by the classroom teachers every nine weeks throughout the school year. The protocol for addressing disciplinary incidents is clearly outlined in our staff handbook. The teacher is at the forefront for establishing clear expectations in the classroom.

#### 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.

To meet the social-emotional needs of all students, Timber Springs Middle School has two guidance counselors, administrative teams, and a PASS coordinator focused on the social-emotional needs of our most fragile students

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Timber Springs Middle School's faculty and staff understand the correlation between student contact time and student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2017–2018 school year due to attendance and suspension. Attendance is monitored by classroom teachers and administration. For those students not meeting this measure, Child Study Team meetings are held with the parent, administrator, teacher and the school social worker.

The Early Warning System is comprised of four indicators. The indicators are attendance below 90 percent, one or more suspension (in or out of school), course failure in English Language Arts or mathematics, and a level 1 score on the statewide standardized assessments in English Language Arts or Mathematics. Students who have two or more indicators are identified and tracked through the Multi-Tiered System of Support (MTSS) and Professional Learning Community (PLC) meetings.

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 8 | 0 | 0 | 0 | 0 | 23 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 24 | 25 | 0 | 0 | 0 | 0 | 67 |

*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 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 27 | 25 | 0 | 0 | 0 | 0 | 70 |

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

8. Timber Springs Middle School's faculty frequently progress monitor student achievement during weekly PLC meetings. Data from class assignments and assessments (formative/summative) allow teachers to differentiate instruction for individual students by need. The MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. Best Practices for Inclusive Education (BPIE) assisted with the development of Tier II and Tier III strategies through Indicator 20 and the multi-tiered system of student supports (MTSS). The following are resources/ strategies employed at Brookshire Elementary to help improve academic performance:
Community Resources (School Resource Officer)
Parent Conferences (academic, attendance and behavior)
District Resources (Social Worker and School Psychologist)
Daily Intervention and Enrichment
Multi-Tiered System of Support (academics and behavior)
After-school tutoring (reading and math)
Students placed with high performing teachers

Retained students are monitored by administration
Adult Champion

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**
No

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

### *2. Description*

Timber Springs Middle School has an active Parent-Teacher Association and has high parental involvement for extra-curricular activities. The goal is to set a precedent for the number of parents volunteering during the school day to help students be successful.

**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 Springs Middle School has several Partners In Education (PIE). Our PIEs are visible at school events. Various stakeholders are able to clearly view the school-community relationship that provides students with needed benefits and resources.

## C. Effective Leadership

### 1. School Leadership Team

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

| Name | Title |
|---|---|
| Cantrell, Eric | Principal |
| Gavillan, Bibiana | Assistant Principal |
| Scott, Jared | Assistant Principal |
| Kearney, Jenene | Instructional Coach |
| Trotman, Cassandra | Instructional Coach |
| Santana, Cynthia | Dean |

#### b. Duties

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

Principal/Assistant Principals: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the MTSS process with fidelity, conducts

assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, and guarantees adequate professional development to support implementation and communicates with parents regarding school-based MTSS plans and activities. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Guidance Counselors: Assist with the MTSS process, scheduling, LEP parent meetings, CELLA testing, and monitoring and supporting students in the lowest 30%.

Staffing Specialist: Participates in student data collection, integrates core instructional activities/ materials into Tier 3 instruction and collaborates with general education teachers, and ensures paperwork compliance.

Instructional Coaches: Provides guidance on K-12 reading plan and best practices in math; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation; facilitates data-based decision making activities; and provides instructional strategies.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers through such activities as co-teaching.

*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.*

We have a school-based MTSS Leadership Team. This team consists of the Principal, Assistant Principals, General and Exceptional Student Education Teachers, Instructional Coaches, School Psychologist and Speech Language Pathologist. The team meets once a month and as needed to engage in the following activities: review universal screening data and link it to instructional decisions; and review progress monitoring data at the grade and classroom levels to identify students who are meeting/exceeding standards-based benchmarks and to identify those students who are at moderate risk or at high risk for not meeting standards-based benchmarks. Based on the above information, the team will identify professional development and assign resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation school-wide.

Title II Funds:
Teachers at Timber Springs Middle School will be able to participate in professional development in i-Ready (math and reading). The purpose of the professional development is to provide teachers the

opportunity to understand the program, read and analyze reports and change their instruction based on individual student diagnostic data. Data will be gathered daily by teachers as students work throughout the year. Reading and Math resource teachers will collect school wide data weekly and teachers will meet with administrators about their data monthly. The desired outcome is that the use of the supplemental intervention programs will facilitate the increased proficiency of students in both math and reading in every Annual Measurable Objectives (AMO) for all subgroups.

This professional development activity relates to closing the achievement gap by directly supporting our reading and math goals found in our School Improvement Plan. Students are measured daily in specific skills and teachers will use this data to assign coursework, plan small group instruction and make individual learning goals for students. Our goal is for this individualized instruction to increase student achievement in math, reading, and science with a focus on learning gains for the students in the lowest 30%.

Supplemental Academic Instruction (SAI) Funds:
Funds will be used to purchase supplemental reading intervention materials.

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Nick Blazina | Parent |
| Michelle Wright | Parent |
| Laurie Weber | Student |
| Laura Thiebaud-Polanco | Parent |
| Eric Cantrell | Principal |
| Michelle Galeano | Teacher |
| Arnita Blue | Teacher |
| Megan Lotze | Teacher |
| Tammy Hetrich | Parent |
| Tracy Reynolds | Parent |
| Sylvia Cornado | Parent |
| Debra Kral | Parent |
| Allison Jessum | Parent |
| Stephanie Heron | Parent |
| Jennifer Giessler | Parent |
| Gladys Limon | Education Support Employee |
| Michele Lee | Business/Community |
| Angela Moomaw | Teacher |

### b. Duties

*1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes*
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

NA. This is the inaugural year for the Timber Springs Middle School.

*b. Development of this school improvement plan*

The SAC assists the school leadership team in the development of the SIP and is required to review the plan each year. The Principal shares the current SIP with the SAC committee so they can offer input regarding the school in but not limited to the following areas: budget, community engagement, instruction, planning, resources and strategies for the upcoming school year. During these strategy sessions, new ideas are discussed to increase student achievement and promote the school in a positive manner.

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

The School Advisory Council will monitor the need for additional materials in writing and for intervention materials for at-risk students. Additional funding will be used in this area if needed.

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

NA. This is the inaugural year for the Timber Springs Middle School.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**
No

*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 |
| --- | --- |
| Cantrell, Eric | Principal |
| Stubbs, Sherry | Teacher, K-12 |
| Nesbitt, Erin | Teacher, K-12 |
| Pagunsan, Angela | Teacher, K-12 |
| Kearney, Jenene | Instructional Coach |
| Morales, Maria | Teacher, K-12 |
| Hixon, John | Teacher, K-12 |
| Morgan, Ryan | Teacher, K-12 |
| Trotman, Cassandra | Instructional Coach |

### b. Duties

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

The two major initiatives of the Literacy Leadership Team (LLT) this year are to implement the Florida Standards in all content areas as well as support teachers in choosing appropriate content specific complex texts and assign standards-aligned tasks, model close reading strategies and tools, observe

peers and modify instructional practice based on student evidence and professional learning through being a member of the DPLC.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(IV).

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

Timber Springs's faculty and staff aim to provide stellar customer service to all external and internal stakeholders. Faculty and staff understand they are role models for our students, parents and community. Therefore we must govern ourselves accordingly in all settings. In addition, each grade level PLC has established norms in which the team must abide. These norms help to guide discussions and promotes positive interaction between teachers.

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

New teachers to the profession participate in monthly round table discussions with the Reading Coach, Instructional Coaches and their mentor. Bi-weekly staff meetings provide all instructional staff the opportunity to collaborate and discuss any concerns.

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

New teachers are provided a mentor veteran teacher who has demonstrated an ability to collaborate and has experience in the subject area or grade level of the new teacher. Meetings are an on-going process throughout the year. Discussion points are provided from the monthly meetings new teachers have with the CRT and Instructional Coaches.

## 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 Springs Middle School faculty and staff utilizes district approved resources and curriculum resource materials which are aligned to the Florida State Standards. These resources assist in maximizing student achievement and closing the achievement gap for all students. School and district professional development is offered to administrators, instructors and resource personnel to share 21st Century instructional best practices in Math, ELA, Social Studies, and Science. Timber Springs and district personnel coordinate and monitor the use of appropriate instructional material used in the classrooms.

#### 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.***

It is the expectation of Timber Spring's administrative team that teachers differentiate instruction for math and reading utilizing guided math and reading groups using high yield instructional practices. Utilizing formative assessments and other resources such as iReady, teachers are able to differentiate instruction for each student in their classroom. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. Data disaggregation meetings, instructional best practices, iReady, PLC meetings, and DPLC meetings and Professional Development, before and after school tutoring are some of the resources and strategies used to meet individual student needs while increasing student achievement.

*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:** 3,120

Timber Springs will offer after school tutoring.

### Strategy Rationale

Students will work in small groups with teachers to eliminate deficits in learning as identified by the i-Ready diagnostic.

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Scott, Jared, jared.scott@ocps.net

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

Growth monitoring from i-Ready will be used to monitor the effectiveness of this strategy.

## 2. Student Transition and Readiness

### a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

A two week summer camp is open for all incoming sixth graders to help with the transition into middle school. The camp takes place on school grounds and the students have a chance to familiarize themselves with the campus. Also, the administrative team completed articulation meetings for incoming cohorts of 6th grade students.

### 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.*

Faculty will wear college wear once a month on Fridays. Staff will display their diplomas for students to see. Timber Springs Middle school will participate in "Teach-in" to expose students to a vast array

of career opportunities. Speakers will not only talk to students about their careers, but will also speak about the education, drive, and determination required to be successful.

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

Career and technology information is supported by Timber Springs Middle School offering Project Lead the Way as an elective. Students also take a field trip to Lockheed Martin to learn more about different careers associated with technology.

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

By incorporating Project Lead the Way (PLTW) as an elective, we have integrated career and technical education. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place in PLTW classes.

***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 Springs Middle School is using STEM projects, academic clubs, and guest speakers to help improve students' readiness for the post-secondary level as well as offer tutoring in the areas of reading and math.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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 learning gains in the lowest 25% of students in ELA and Mathematics (OPCS Division Priority: Accelerate Student Performance).

**G2.** Increase proficiency in ELA, Mathematics, Science and Social Studies in all subgroups (OCPS Division Priority: Accelerate Student Performance).

### 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 learning gains in the lowest 25% of students in ELA and Mathematics (OPCS Division Priority: Accelerate Student Performance). 1a

🔍 G095608

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA/Reading Lowest 25% Gains | 62.0 |
| Math Lowest 25% Gains | 62.0 |

## Targeted Barriers to Achieving the Goal 3

- Lack of small group differentiated instruction.

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

- DPLC Training

- i-Ready

- Administrative Student Support Teams

- District Professional Development

- 1:1 Student Devices

- Interactive Technology

- Coaching and professional development from school based resource personnel

- Saturday School

- After School Tutoring

- Half day planning sessions

## Plan to Monitor Progress Toward G1. 8

Student work samples, CFAs, i-Ready diagnostics, and Standards Mastery results will be analyzed to determine the effectiveness of the implementation of small group instruction.

**Person Responsible**
Jared Scott

**Schedule**
Every 3 Weeks, from 8/7/2017 to 5/30/2018

***Evidence of Completion***
Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery

**G2.** Increase proficiency in ELA, Mathematics, Science and Social Studies in all subgroups (OCPS Division Priority: Accelerate Student Performance). `1a`

🔍 G095609

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 68.0 |
| FSA Mathematics Achievement | 75.0 |
| Statewide Science Assessment Achievement | 65.0 |
| Civics EOC Pass | 80.0 |
| Algebra I EOC Pass Rate | 91.0 |

### Targeted Barriers to Achieving the Goal `3`

- Lack of quality complex texts and close reading strategies implemented in the classroom.

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

- Lenovos (one to one devices)
- CRMs
- i-Ready
- Interactive Technology
- Administrative Student Support Teams
- Algebra Nation
- DBQs
- Standards Based Interactive Notebooks
- DPLC
- District professional development and support
- Coaching and professional development from school based resource personnel
- Half day planning sessions

### Plan to Monitor Progress Toward G2. `8`

CFA results, i-Ready Diagnostic Data, Standards Mastery Data, Growth Monitoring, Classwork

**Person Responsible**
Jared Scott

**Schedule**
Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***
PLC notes, CFA results, i-Ready Diagnostic Data, Standards Mastery Data, Growth Monitoring, Classroom Work

## 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 learning gains in the lowest 25% of students in ELA and Mathematics (OPCS Division Priority: Accelerate Student Performance). 1

🔑 G095608

**G1.B1** Lack of small group differentiated instruction. 2

🔑 B257452

**G1.B1.S1** Increase the use of small group instruction. 4

🔑 S272390

### Strategy Rationale

Teachers will be able to increase engagement and differentiate through small groups.

**Action Step 1** 5

Teachers will have professional development on the implementation of the rotational model for ELA.

#### Person Responsible

Jenene Kearney

#### Schedule

Every 3 Weeks, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery

**Action Step 2** 5

Teachers will have professional development on the implementation of the rotational model, with an inquiry component, for Mathematics.

#### Person Responsible

Jenene Kearney

#### Schedule

Every 3 Weeks, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery

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

A professional development calendar will be created.

### Person Responsible

Jenene Kearney

### Schedule

Monthly, from 8/7/2017 to 5/30/2018

### *Evidence of Completion*

PD calendar, classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery

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

Instructional coaches will provide support through professional development and by pulling groups of students to offer Tier 2 or Tier 3 support.

### Person Responsible

Jared Scott

### Schedule

Weekly, from 8/7/2017 to 5/30/2018

### *Evidence of Completion*

Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery

**G1.B1.S2** Teachers will receive professional development on i-Ready, CRMs, and other applications to eliminate deficiencies. 4

🔑 S272391

### Strategy Rationale

Teachers will use research based instructional materials to help students eliminate deficiencies and master core instruction.

### Action Step 1 5

Teachers will receive monthly professional development related to i-Ready, CRMs, and other applications to garner student engagement.

#### Person Responsible

Jenene Kearney

#### Schedule

Monthly, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

Sign-in sheets, certificates of completion

### Action Step 2 5

Teachers will implement the strategies learned from the professional development on i-Ready, CRMs, and other applications in their classrooms with students.

#### Person Responsible

Jared Scott

#### Schedule

Daily, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

Classroom observations, lesson plans, student work samples, CFAs, i-Ready diagnostics, Standards Mastery

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

Lesson plans, classroom observations, i-Ready diagnostics, and Standards Mastery results will be monitored to ensure that teachers are implementing the strategies learned from the professional development provided instructional coaches on the use of i-Ready and CRMs.

### Person Responsible

Bibiana Gavillan

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Lesson plans, classroom observations, i-Ready diagnostics, and Standards Mastery results will be collected as evidence of monitoring the strategy.

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

i-Ready diagnostics and Standards Mastery results will be monitored to determine the effectiveness of the professional development on the use of i-Ready, CRMs, and other engagement applications.

### Person Responsible

Eric Cantrell

### Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

i-Ready data and common formative assessment data will used to measure effectiveness of the strategy.

**G2.** Increase proficiency in ELA, Mathematics, Science and Social Studies in all subgroups (OCPS Division Priority: Accelerate Student Performance). [1]

🔑 G095609

**G2.B1** Lack of quality complex texts and close reading strategies implemented in the classroom. [2]

🔑 B257453

**G2.B1.S1** Apply the concepts/strategies learned through the District Professional Learning Community training provided by the district. [4]

🔑 S272392

**Strategy Rationale**

Teachers need more training on implementing a sound PLC process, proper text selection, and close reading strategies to be applied across all content areas.

**Action Step 1** [5]

Teachers will have professional development on the PLC process, text selection, and close reading strategies.

**Person Responsible**

Eric Cantrell

**Schedule**

Every 6 Weeks, from 8/7/2017 to 5/30/2018

***Evidence of Completion***

Team members will conduct trainings on campus after attending district training. Evidence will be handout created by the teachers.

**Action Step 2** [5]

Teachers will apply the strategies learned from the DPLC chairs to their respective content areas.

**Person Responsible**

Eric Cantrell

**Schedule**

Every 6 Weeks, from 8/7/2017 to 5/30/2018

***Evidence of Completion***

Student work and classroom observations

## Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

CFAs and i-Ready diagnostics

### Person Responsible

Jared Scott

### Schedule

Every 3 Weeks, from 8/7/2017 to 5/30/2018

### *Evidence of Completion*

CFAs and i-Ready diagnostic results

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

PLCs will take place to monitor the effectiveness of the strategy.

### Person Responsible

Jared Scott

### Schedule

Weekly, from 8/7/2017 to 5/30/2018

### *Evidence of Completion*

Student work, CFA and i-Ready results

**G2.B1.S2** Implement the use of one to one devices for all students to increase engagement and differentiation as part of Tier 1 instruction. 4

🔑 S272393

### Strategy Rationale

Students that have differentiated materials and are engaged in the learning process will achieve at higher levels.

### Action Step 1 5

Implement the use of 1:1 digital devices for every student on campus.

#### Person Responsible

Eric Cantrell

#### Schedule

Daily, from 8/14/2017 to 5/30/2018

#### *Evidence of Completion*

Students will use devices daily. This will be evidenced by student work and classroom observations.

### Action Step 2 5

Teachers will have professional development on how to incorporate the digital devices in the learning environment for each student.

#### Person Responsible

Jared Scott

#### Schedule

Monthly, from 8/7/2017 to 5/30/2018

#### *Evidence of Completion*

Sign-in sheets, classroom observations, discussion boards

## Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Students will be monitored through classwork and observations.

### Person Responsible

Jared Scott

### Schedule

Daily, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

Classroom observations and student work.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Student data such as i-Ready diagnostics, standards mastery results, common formative assessments, and student work will be monitored for effectiveness.

### Person Responsible

Jared Scott

### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### *Evidence of Completion*

i-Ready diagnostics, standards mastery results, common formative assessments, and student work will be used as evidence.

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.MA1 🔍 M391341 | Student work samples, CFAs, i-Ready diagnostics, and Standards Mastery results will be analyzed to... | Scott, Jared | 8/7/2017 | Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery | 5/30/2018 every-3-weeks |
| G2.MA1 🔍 M391346 | CFA results, i-Ready Diagnostic Data, Standards Mastery Data, Growth Monitoring, Classwork | Scott, Jared | 8/14/2017 | PLC notes, CFA results, i-Ready Diagnostic Data, Standards Mastery Data, Growth Monitoring, Classroom Work | 5/30/2018 weekly |
| G1.B1.S1.MA1 🔍 M391337 | Instructional coaches will provide support through professional development and by pulling groups... | Scott, Jared | 8/7/2017 | Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery | 5/30/2018 weekly |
| G1.B1.S1.MA1 🔍 M391338 | A professional development calendar will be created. | Kearney, Jenene | 8/7/2017 | PD calendar, classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery | 5/30/2018 monthly |
| G1.B1.S1.A1 🔍 A365462 | Teachers will have professional development on the implementation of the rotational model for ELA. | Kearney, Jenene | 8/7/2017 | Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery | 5/30/2018 every-3-weeks |
| G1.B1.S1.A2 🔍 A365463 | Teachers will have professional development on the implementation of the rotational model, with an... | Kearney, Jenene | 8/7/2017 | Classroom observations, student work samples, CFAs, i-Ready diagnostics, Standards Mastery | 5/30/2018 every-3-weeks |
| G2.B1.S1.MA1 🔍 M391342 | PLCs will take place to monitor the effectiveness of the strategy. | Scott, Jared | 8/7/2017 | Student work, CFA and i-Ready results | 5/30/2018 weekly |
| G2.B1.S1.MA1 🔍 M391343 | CFAs and i-Ready diagnostics | Scott, Jared | 8/7/2017 | CFAs and i-Ready diagnostic results | 5/30/2018 every-3-weeks |
| G2.B1.S1.A1 🔍 A365466 | Teachers will have professional development on the PLC process, text selection, and close reading... | Cantrell, Eric | 8/7/2017 | Team members will conduct trainings on campus after attending district training. Evidence will be handout created by the teachers. | 5/30/2018 every-6-weeks |
| G2.B1.S1.A2 🔍 A365467 | Teachers will apply the strategies learned from the DPLC chairs to their respective content areas. | Cantrell, Eric | 8/7/2017 | Student work and classroom observations | 5/30/2018 every-6-weeks |
| G1.B1.S2.MA1 🔍 M391339 | i-Ready diagnostics and Standards Mastery results will be monitored to determine the effectiveness... | Cantrell, Eric | 8/14/2017 | i-Ready data and common formative assessment data will used to measure effectiveness of the strategy. | 5/30/2018 every-3-weeks |
| G1.B1.S2.MA1 🔍 M391340 | Lesson plans, classroom observations, i-Ready diagnostics, and Standards Mastery results will be... | Gavillan, Bibiana | 8/14/2017 | Lesson plans, classroom observations, i-Ready diagnostics, and Standards Mastery results will be collected as evidence of monitoring the strategy. | 5/30/2018 weekly |
| G1.B1.S2.A1 🔍 A365464 | Teachers will receive monthly professional development related to i-Ready, CRMs, and other... | Kearney, Jenene | 8/7/2017 | Sign-in sheets, certificates of completion | 5/30/2018 monthly |
| G1.B1.S2.A2 🔍 A365465 | Teachers will implement the strategies learned from the professional development on i-Ready, CRMs,... | Scott, Jared | 8/7/2017 | Classroom observations, lesson plans, student work samples, CFAs, i-Ready diagnostics, Standards Mastery | 5/30/2018 daily |
| G2.B1.S2.MA1 🔍 M391344 | Student data such as i-Ready diagnostics, standards mastery results, common formative assessments,... | Scott, Jared | 8/14/2017 | i-Ready diagnostics, standards mastery results, common formative assessments, and student work will be used as evidence. | 5/30/2018 weekly |
| G2.B1.S2.MA1 🔍 M391345 | Students will be monitored through classwork and observations. | Scott, Jared | 8/14/2017 | Classroom observations and student work. | 5/30/2018 daily |
| G2.B1.S2.A1 🔍 A365468 | Implement the use of 1:1 digital devices for every student on campus. | Cantrell, Eric | 8/14/2017 | Students will use devices daily. This will be evidenced by student work and classroom observations. | 5/30/2018 daily |
| G2.B1.S2.A2 🔍 A365469 | Teachers will have professional development on how to incorporate the digital devices in the... | Scott, Jared | 8/7/2017 | Sign-in sheets, classroom observations, discussion boards | 5/30/2018 monthly |

# V. Professional Development Opportunities

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

**G1.** Increase learning gains in the lowest 25% of students in ELA and Mathematics (OPCS Division Priority: Accelerate Student Performance).

**G1.B1** Lack of small group differentiated instruction.

**G1.B1.S1** Increase the use of small group instruction.

### PD Opportunity 1

Teachers will have professional development on the implementation of the rotational model for ELA.

**Facilitator**

Cassandra Trotman

**Participants**

All teachers

**Schedule**

Every 3 Weeks, from 8/7/2017 to 5/30/2018

### PD Opportunity 2

Teachers will have professional development on the implementation of the rotational model, with an inquiry component, for Mathematics.

**Facilitator**

Jamie O'Neal

**Participants**

All Teachers

**Schedule**

Every 3 Weeks, from 8/7/2017 to 5/30/2018

**G1.B1.S2** Teachers will receive professional development on i-Ready, CRMs, and other applications to eliminate deficiencies.

### PD Opportunity 1

Teachers will receive monthly professional development related to i-Ready, CRMs, and other applications to garner student engagement.

#### Facilitator

Jenene Kearney and Cassandra Trotman

#### Participants

All teachers

#### Schedule

Monthly, from 8/7/2017 to 5/30/2018

**G2.** Increase proficiency in ELA, Mathematics, Science and Social Studies in all subgroups (OCPS Division Priority: Accelerate Student Performance).

**G2.B1** Lack of quality complex texts and close reading strategies implemented in the classroom.

**G2.B1.S1** Apply the concepts/strategies learned through the District Professional Learning Community training provided by the district.

### PD Opportunity 1

Teachers will have professional development on the PLC process, text selection, and close reading strategies.

#### Facilitator

Teams of teachers

#### Participants

All teachers

#### Schedule

Every 6 Weeks, from 8/7/2017 to 5/30/2018

**PD Opportunity 2**

Teachers will apply the strategies learned from the DPLC chairs to their respective content areas.

### Facilitator

DPLC Chairs

### Participants

All teachers

### Schedule

Every 6 Weeks, from 8/7/2017 to 5/30/2018

**G2.B1.S2** Implement the use of one to one devices for all students to increase engagement and differentiation as part of Tier 1 instruction.

**PD Opportunity 1**

Teachers will have professional development on how to incorporate the digital devices in the learning environment for each student.

### Facilitator

Jenene Kearney and Cassandra Trotman

### Participants

Teachers

### Schedule

Monthly, from 8/7/2017 to 5/30/2018

## VI. Technical Assistance Items

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

**G1.** Increase learning gains in the lowest 25% of students in ELA and Mathematics (OPCS Division Priority: Accelerate Student Performance).

**G1.B1** Lack of small group differentiated instruction.

**G1.B1.S2** Teachers will receive professional development on i-Ready, CRMs, and other applications to eliminate deficiencies.

### TA Opportunity 1

Teachers will implement the strategies learned from the professional development on i-Ready, CRMs, and other applications in their classrooms with students.

**Facilitator**

Cassandra Trotman and Jenene Kearney

**Participants**

All teachers

**Schedule**

Daily, from 8/7/2017 to 5/30/2018

## VII. Budget

| | | | |
|---|---|---|---|
| 1 | G1.B1.S1.A1 | **Teachers will have professional development on the implementation of the rotational model for ELA.** | **$0.00** |
| 2 | G1.B1.S1.A2 | **Teachers will have professional development on the implementation of the rotational model, with an inquiry component, for Mathematics.** | **$0.00** |
| 3 | G1.B1.S2.A1 | **Teachers will receive monthly professional development related to i-Ready, CRMs, and other applications to garner student engagement.** | **$8,700.00** |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 5100 | 790-Miscellaneous Expenses | 1852 - Timber Springs Middle | General Fund | | $8,700.00 |

| | | | |
|---|---|---|---|
| 4 | G1.B1.S2.A2 | **Teachers will implement the strategies learned from the professional development on i-Ready, CRMs, and other applications in their classrooms with students.** | **$0.00** |
| 5 | G2.B1.S1.A1 | **Teachers will have professional development on the PLC process, text selection, and close reading strategies.** | **$0.00** |
| 6 | G2.B1.S1.A2 | **Teachers will apply the strategies learned from the DPLC chairs to their respective content areas.** | **$0.00** |
| 7 | G2.B1.S2.A1 | **Implement the use of 1:1 digital devices for every student on campus.** | **$0.00** |

| 8 | G2.B1.S2.A2 | Teachers will have professional development on how to incorporate the digital devices in the learning environment for each student. | $0.00 |
|---|---|---|---|
| | | Total: | $8,700.00 |