

Orange County Public Schools

Timber Lakes Elementary



2018-19 Schoolwide Improvement Plan

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Timber Lakes Elementary

2149 CROWN HILL BLVD, Orlando, FL 32828

<https://timberlakeses.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	41%
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	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Scott, Jared	Principal
Davis, Patricia	Assistant Principal
Nelson, Sydney	Instructional Coach
Whalen, Heather	Other
Kearney, Jenene	Instructional Coach

Duties

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

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

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

Mrs. Elliott: New as the instructional coach at Timber Lakes, Mrs. Elliott's role includes providing professional development opportunities, coaching teachers on CRM's and assisting with standards based lesson planning. As part of the leadership team, Mrs. Elliott's attends grade level PLC's to assist with decision making regarding curriculum. Mrs. Elliott models engaging lessons for teachers and provides resources to help teachers present materials in the classroom.

Mrs. Kearney: As the Curriculum Resource Teacher and Testing Coordinator, Mrs. Kearney 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 part of the leadership team, Mrs. Kearney attends grade level PLC's for shared decision making. Mrs. Kearney is also a committed part of the community by attending

monthly events to support the students of Timber Lakes Elementary.

Mrs. Whalen: As the Staffing Specialist and ESOL Compliance Teacher, Mrs. Whalen'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. Whalen 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. Mrs.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/10/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Timber Lakes Elementary performed the lowest in learning gains for the lowest 25% in ELA. This was our lowest component last year as well, but we improved by 16% when compared to last year.

Which data component showed the greatest decline from prior year?

Our greatest decline this year was our learning gains in math. During the 2016-17 school year, 68% of our students made a learning gain in math. During the 2017-18 school year, 63% of students made a learning gain in math. This represents a five percent decrease year over year.

Which data component had the biggest gap when compared to the state average?

Timber Lakes did not have any deficits when compared to the state averages in any of the data components.

Which data component showed the most improvement? Is this a trend?

Timber Lakes Elementary improved the most in ELA learning gains for the lowest 25% of students. Even though it was our lowest performing component, we improved by 16% year over year.

Describe the actions or changes that led to the improvement in this area.

Timber Lakes implemented several interventions including the "Walk To" intervention model during the FBS/Enrichment block, after school tutoring which incorporated a new resource, Saturday tutoring, and rotations for writing with teacher conferencing.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	75%	56%	56%	80%	53%	52%
ELA Learning Gains	68%	55%	55%	68%	52%	52%
ELA Lowest 25th Percentile	56%	48%	48%	55%	42%	46%
Math Achievement	84%	63%	62%	81%	56%	58%
Math Learning Gains	63%	57%	59%	63%	54%	58%
Math Lowest 25th Percentile	59%	46%	47%	40%	41%	46%
Science Achievement	69%	55%	55%	75%	49%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	75%	55%	20%	57%	18%
	2017	78%	57%	21%	58%	20%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	71%	54%	17%	56%	15%
	2017	73%	57%	16%	56%	17%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				
05	2018	74%	55%	19%	55%	19%
	2017	75%	51%	24%	53%	22%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	89%	61%	28%	62%	27%
	2017	82%	63%	19%	62%	20%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	84%	62%	22%	62%	22%
	2017	83%	64%	19%	64%	19%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2018	75%	59%	16%	61%	14%
	2017	77%	56%	21%	57%	20%
Same Grade Comparison		-2%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	53%	14%	55%	12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	62	55	41	46	44	19				
ELL	52	66	60	64	55	42	20				
ASN	88	71		98	66		93				
BLK	69	67	50	77	45	45	42				
HSP	67	69	51	80	57	57	62				
MUL	82	67		76	75						
WHT	82	66	80	87	73	71	81				
FRL	69	69	47	78	61	58	69				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	43	37	44	64	63	17				
ELL	62	55	45	67	73	71	47				
ASN	85	64		96	79		87				
BLK	71	50		83	54		69				
HSP	75	63	48	78	65	55	65				
MUL	78	62		83	69						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	80	61	44	84	72	59	66				
FRL	66	55	43	76	66	63	60				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Increase proficiency and narrow achievement gaps across all subgroups in ELA. (Narrow Achievement Gaps)
Rationale	There are gaps in achievement across all subgroups. Most substantial of these gaps include a 55% gap for students with disabilities and a 30% gap for students with limited English proficiency.
Intended Outcome	Increase our proficiency and narrow the achievements gaps in all subgroups by at least 3% in ELA.
Point Person	Jared Scott (jared.scott@ocps.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Improve the MTSS process with monthly progress monitoring meetings and the "Walk To" intervention model. 2. Analyze subgroup data based on the "walk to" intervention and iReady data. 3. Continue after school and Saturday tutoring sessions. 4. Improve proficiency across all subgroups will be the implementation of complex texts that are culturally relevant with close reading strategies. 5. Professional development plan will be centered on the District Professional Learning Community training. 6. Address different levels of language barriers for our ELL students.
Person Responsible	Jared Scott (jared.scott@ocps.net)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Monthly data meetings with leadership team and grade level to review iReady and classroom data. 2. Leadership team will push into grade level PLCs on a weekly basis to monitor planning and instruction, especially for those targeted subgroups. 3. Review common assessment data as a grade level during PLCs with the leadership team on a weekly basis, focusing in on the subgroups.
Person Responsible	Jared Scott (jared.scott@ocps.net)

Activity #2	
Title	Narrow the gap in students making learning gains in math across all subgroups. (Narrow Achievement Gaps)
Rationale	Over the years, Timber Lakes growth in math has shown an inconsistency. Last year, the students in all subgroups decreased in learning gains by 5%.
Intended Outcome	Increase the learning gains and proficiency in all subgroups within math by at least 5%.
Point Person	Patricia Davis (patricia.davis2@ocps.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Improve the MTSS process with monthly progress monitoring meetings including the "Walk To" intervention model. 2. Continue after school and Saturday tutoring sessions. 3. Improve learning gains in mathematics across all subgroups will be the implementation of close reading strategies for math word problems and the strategies learned from the Math Solutions training. 4. Professional development plan will be centered on the DPLC training. 5. Analyze data based on common classroom assessments and iReady data during grade level PLCs with the leadership team. 6. Provide tutoring twice a week, targeting those students in the subgroups that are struggling with math based on data gathered.
Person Responsible	Patricia Davis (patricia.davis2@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Monthly data meetings with leadership team and grade level to review iReady and classroom data. 2. Leadership team will push into grade level PLC on a weekly basis to monitor planning, instruction and differentiation especially for those targeted subgroups in math. 3. Review common assessment data as a grade level during PLCs with the leadership team on a weekly basis focusing in on the subgroups.
Person Responsible	Patricia Davis (patricia.davis2@ocps.net)

Activity #3	
Title	Culturally Responsive School - MAO (Provide Empowering Environments)
Rationale	Creating equitable learning environment for all students and a culturally unbiased staff.
Intended Outcome	A minimum of 70% of the instructional staff will participate in the Minority Achievement Office Culturally Responsive School Plan.
Point Person	Patricia Davis (patricia.davis2@ocps.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide instructional staff training using the provided PowerPoint and materials given at the MAO meetings. 2. Instructional staff will participate in the Harvard Implicit Bias Test. 3. Organize and celebrate diversity through a Multicultural festival.
Person Responsible	Patricia Davis (patricia.davis2@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Review discipline and attendance data. 2. Increased participation in enrichment activities in school provided clubs. (Chess, chorus, art club, ROBOTICS, STEM)
Person Responsible	Patricia Davis (patricia.davis2@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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

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 daily administrative meetings to correlate all pieces and determine if each available resource is being used with fidelity and to what extent.

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.

Part V: Budget

Total:	\$15,000.00
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