

Orange County Public Schools

Timber Springs Middle



2018-19 Schoolwide Improvement Plan

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Timber Springs Middle

16001 TIMBER PARK LN, Orlando, FL 32828

<https://timberspringsms.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)
Middle School 6-8	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18
Grade	B

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 their communities

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
Cantrell, Eric	Principal
Gavillan, Bibiana	Assistant Principal
Santana, Cynthia	Dean
Longhouse, Randall	Assistant Principal
Casler, Tim	Dean
Craft, Linda	Other
Kingsley, Samantha	Other
Scott, Stephen	Instructional Coach

Duties

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

Eric Cantrell-Principal: Responsible for oversight of all instruction. Facilitating PLC's and MTSS/Data meetings with Social Studies Department. Assessing and addressing budgetary needs and constraints in order to adequately fund instructional initiatives aimed at reducing achievement gaps and increasing learning gains. Evaluating instructional staff to ensure effective instructional strategies are consistently implemented in all classrooms. Communicate with school and community stakeholders regularly regarding the academic initiatives and progress of our students.

Bibiana Gavillan- Assistant Principal of Instruction: Responsible for devising and implementing the master schedule. Facilitating PLC's and MTSS/Data meetings with the ELA Department. Evaluating instructional staff to ensure effective instructional strategies are consistently implemented in all classrooms. Communicate with school and community stakeholders regularly regarding the academic initiatives and progress of our students.

Randall Longhouse- Assistant Principal: Facilitating PLC's and MTSS/Data meetings with the Math Department. Evaluating instructional staff to ensure effective instructional strategies are consistently implemented in all classrooms. Communicate with school and community stakeholders regularly regarding the academic initiatives and progress of our students.

Cynthia Santana- Dean: Overseeing school-wide positive behavior plan and discipline. Facilitating

PLC's and MTSS/Data meetings with the Electives Department.

Tim Casler- SAFE Coordinator: Partnering with Ms. Santana to develop and facilitate a school-wide positive behavior plan. Facilitating PLC's and MTSS/Data meetings with the Science Department.

Stephen Scott- Instructional Coach: Be a leading member of PLC's and MTSS/Data meetings with the ELA Department. Provide coaching to instructional staff through non-evaluative observations and coaching conferences.

Samantha Kingsley- CRT: Be a leading member of PLC's and MTSS/Data meetings with the Math Department. Oversee scheduling and administration of all standardized testing including i-Ready, CELLA/WIDA, PMA, EOC, FSA.

Linda Craft- Staffing Specialist: Participate in MTSS meetings to ensure proper focus and interventions are being implemented for ESE students. Play a primary role in individual Tier 3 student meetings to determine the appropriateness of initiating ESE evaluation.

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	35	26	25	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	22	38	38	0	0	0	0	98
Course failure in ELA or Math	0	0	0	0	0	0	16	47	55	0	0	0	0	118
Level 1 on statewide assessment	0	0	0	0	0	0	56	71	67	0	0	0	0	194

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	26	46	40	0	0	0	0	112

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	4	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	25	28	21	0	0	0	0	74

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	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	

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	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	

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?

Mathematics Learning Gains of the Lowest 25% was the lowest performing data component. The next lowest data component was ELA Learning Gains of the Lowest 25%. 2017-2018 was the inaugural year for Timber Springs Middle School so no trends can be determined.

Which data component showed the greatest decline from prior year?

N/A

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

The Math Learning Gains of the Lowest 25% was 15% below the state average of 51%.

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

N/A

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

N/A

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	67%	52%	53%	0%	52%	52%
ELA Learning Gains	58%	50%	54%	0%	53%	53%
ELA Lowest 25th Percentile	43%	42%	47%	0%	44%	45%
Math Achievement	68%	53%	58%	0%	53%	55%
Math Learning Gains	53%	51%	57%	0%	53%	55%
Math Lowest 25th Percentile	36%	44%	51%	0%	46%	47%
Science Achievement	65%	51%	52%	0%	48%	50%
Social Studies Achievement	80%	68%	72%	0%	67%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	35 (6)	26 (9)	25 (8)	86 (23)
One or more suspensions	22 (0)	38 (4)	38 (2)	98 (6)
Course failure in ELA or Math	16 (0)	47 (1)	55 (2)	118 (3)
Level 1 on statewide assessment	56 (18)	71 (24)	67 (25)	194 (67)

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
06	2018	64%	48%	16%	52%	12%
	2017					
Cohort Comparison						
07	2018	63%	48%	15%	51%	12%
	2017					
Cohort Comparison		63%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	67%	55%	12%	58%	9%
	2017					
Cohort Comparison		67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	62%	35%	27%	52%	10%
	2017					
Cohort Comparison						
07	2018	74%	51%	23%	54%	20%
	2017					
Cohort Comparison		74%				
08	2018	20%	32%	-12%	45%	-25%
	2017					
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	61%	49%	12%	50%	11%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	66%	10%	71%	5%
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	61%	20%	62%	19%
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	65%	27%	56%	36%
2017					

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	19	39	38	24	35	31	25	38			
ELL	38	52	46	49	50	32	39	60	73		
ASN	80	61	18	85	67		67	96	87		
BLK	69	66	48	62	55	44	57	71	69		
HSP	63	58	44	62	48	33	60	75	78		
MUL	86	43		77	62						
WHT	67	56	41	77	57	37	77	84	85		
FRL	61	54	42	61	48	32	56	70	75		
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

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 Learning Gains in ELA and Math for Students in the Lowest Quartile
Rationale	36% of math students in the lowest 25% made learning gains; 43% of ELA students in the lowest 25% made learning gains. These are both below the state average. Achieving a learning gain signifies that a student has made at least one year's worth of academic growth from the previous year. Students who make less than one year's worth of academic growth in a given school year will fall behind their peers and have a decreased likelihood of achieving academic success. This Area of Focus supports our division priority: Narrow Achievement Gaps.
Intended Outcome	Increase the percentage of students making learning gains in the lowest quartile in ELA from 43% to 60%, and math from 36% to 60%.
Point Person	Eric Cantrell (eric.cantrell@ocps.net)
Action Step	
Description	<ol style="list-style-type: none">1. Bi-weekly MTSS/Data meetings will be conducted to assess academic progress and review the efficacy of interventions already in place.2. Additional reteaching opportunities and adjusted, or additional, interventions will be layered in as needed based on standardized test data and common standards-based assessment data.3. Periodic review of interventions being used for struggling students to determine the efficacy of these interventions.4. All summative, or culminating, assessments will be reviewed by PLCs and revised as needed to ensure students are assessed to the full extent of the Florida Standards
Person Responsible	Eric Cantrell (eric.cantrell@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Monitoring of these interventions will be continuous and ongoing and adjusted as needed in six-week increments.2. The progress of these students will be discussed and documented at each bi-weekly MTSS/Data Meeting. The notes and revised action plans will be stored on a shared, team Google Drive.3. Classroom walk-throughs
Person Responsible	Eric Cantrell (eric.cantrell@ocps.net)

Activity #2	
Title	Increase Learning Gains in ELA and Math for All Students
Rationale	Math Learning Gains was 53%; ELA Learning Gains was 58%. The Math Learning Gains was below the state average. The ELA Learning Gains, although above the state average, was the category that was above the state average by the least amount. Achieving a learning gain signifies that a student has made at least one year's worth of academic growth from the previous year. Students who make less than one year's worth of academic growth in a given school year will fall behind their peers and have a decreased likelihood of achieving academic success. This Area of Focus supports the division priority: Ensure Career and College Readiness.
Intended Outcome	Increase overall learning gains in Math and ELA to 65%.
Point Person	Eric Cantrell (eric.cantrell@ocps.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Bi-weekly MTSS/Data meetings will be conducted to assess the effectiveness of our Tier 1 instruction. 2. Periodic review of interventions being used for struggling students to determine the efficacy of these interventions. 3. Additional reteaching opportunities and adjusted, or additional, interventions will be layered in as needed based on standardized test data and common standards-based assessment data. 4. All summative, or culminating, assessments will be reviewed by PLCs and revised as needed to ensure students are assessed to the full extent of the Florida Standards
Person Responsible	Eric Cantrell (eric.cantrell@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Performance of students on common assessment data will be monitored and analyzed at the end of each unit of instruction to ensure that our Tier 1 instruction is leading students to achieve the Level 3 learning targets and proficiency on each standard. 2. Monitoring of interventions will be continuous and ongoing and adjusted as needed in six-week increments. 3. Notes from bi-weekly MTSS/Data Meetings, as well as revised action plans regarding interventions, will be stored on a shared, team Google Drive. 4. Classroom walk-throughs
Person Responsible	Eric Cantrell (eric.cantrell@ocps.net)

Activity #3	
Title	Close the Achievement Gap Between Subgroups for Math, Science, and Civics
Rationale	There is minimal achievement gap between White, Black, and Hispanic students in ELA (White-67%, Black- 69%, Hispanic- 63%). However, achievement gaps as measured by proficiency on state standardized assessments do exist in math, science, and civics. The percentage of students who were proficient in 2017-2018 (Level 3 or higher on FSA): Math- White (77%), Black (62%), Hispanic (62%); Science- White (77%), Black (57%), Hispanic (60%); Civics- White (84%), Black (71%), Hispanic (75%). This Area of Focus supports the division priority: Narrow Achievement Gaps.
Intended Outcome	Given that there is no Achievement Gap in ELA between these subgroups, our goal is to eliminate the achievement gaps that exist in math, science, and civics as well. Black and Hispanic students will score no less than 2% lower than White students on state standardized assessments (FSA and EOC).
Point Person	Eric Cantrell (eric.cantrell@ocps.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Minority Achievement Office (MAO) initiatives. 2. Implement MTSS process to ensure progress monitoring and effective interventions for struggling students. 3. Begin Latinos in Action (LIA) to increase leadership and academic skills of Hispanic students. 4. Provide targeted interventions and tutoring opportunities to struggling students.
Person Responsible	Bibiana Gavillan (bibiana.gavillan@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Bi-weekly MTSS meetings where subgroup data will be analyzed and interventions will be added or revised as needed to ensure all students make adequate academic growth. 2. Classroom walk-throughs 3. Tutoring walk-throughs and vetting of resources used to ensure optimal environment for learning
Person Responsible	Randall Longhouse (randall.longhouse@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.

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.

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.

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

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.

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.

Supplemental Academic Instruction (SAI) Funds:

Funds will be used to purchase supplemental reading intervention materials.

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.

Part V: Budget

Total:

\$27,200.00