

Orange County Public Schools

Timber Springs Middle



2019-20 Schoolwide Improvement Plan

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Timber Springs Middle

16001 TIMBER PARK LN, Orlando, FL 32828

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

Demographics

Principal: Steven Soubasis

Start Date for this Principal: 3/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (61%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18
Grade	A	B

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<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	Job Duties and Responsibilities
Cantrell, Eric	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.
Gavillan, Bibiana	Assistant Principal	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.
Soubasis, Steven	Assistant Principal	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.
Shepherd, Natalie	Dean	Dean: Overseeing school-wide positive behavior plan and discipline. Facilitating PLC's and MTSS/Data meetings with the Science Department. Ms. Shepherd will be working in PLC's, PD's, staff meetings, and data meetings to share not only discipline data, but to support teachers and their needs of students both academically, and their behaviors. She will help coach teachers who need support with classroom management, and she will support the MTSS Tier 1 & 2 behaviors.
Grullon, Laura	School Counselor	SAFE Coordinator: Ms. Grullon will support our students emotional and life needs. Ms. Grullon will support our deans and counselors to build a community where students are safe, and are able to come to her with any concerns.
Stella, Elizabeth	School Counselor	Ms. Stella will support all students academic, emotional, and life needs. She will teach character education, teen safety matters, college and career readiness, and support behavior interventions. She will also be in charge of 6th grade 504's.
Henry, Sharon	School Counselor	Ms. Henry will support all students academic, emotional, and life needs. She will teach character education, teen safety matters, college and career readiness, and support behavior interventions. She will also be in charge of 7th and 8th grade 504's.

Name	Title	Job Duties and Responsibilities
Kingsley, Samantha	Instructional Coach	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. Ms. Kingsley will be in charge of helping teachers as a coach and helping lead their instruction to a high achievement level. She will work with a new teacher program to support our new teachers to help retain them as great teachers for many years to come. She will be working with student intervention groups, working in PLC's, PD's, staff meetings, and data meetings.
Nesbitt, Erin	Instructional Coach	Instructional Coach: Be a leading member of PLC's and MTSS/Data meetings with the ELA Department. Provide coaching to instructional staff through nonevaluative observations and coaching conferences. Ms. Horton will be in charge of helping teachers as a coach and helping lead their instruction to a high achievement level. She will support our new teachers to help retain them as great teachers for many years to come. She will be working with student intervention groups, working in PLC's, PD's, staff meetings, and data meetings.
Tomlinson, Alice	Instructional Coach	Instructional Coach: Be a leading member of PLC's and MTSS/Data meetings with the ELA Department. Provide coaching to instructional staff through nonevaluative observations and coaching conferences. Ms. Tomlinson will be in charge of helping teachers as a coach and helping lead their instruction to a high achievement level. She will support our new teachers to help retain them as great teachers for many years to come. She will be working with student intervention groups, working in PLC's, PD's, staff meetings, and data meetings.
Craft, Linda	Other	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. Ms. Craft will take care of our students with an IEP, 504, Gifted, and ESE. She will support the MTSS process and help students get all the support they may need. Mrs. Craft will work closely with all teachers, and leadership to convey students who may have specific needs because of the MTSS process, or in their specific staffing placements.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	304	323	296	0	0	0	0	923	
Attendance below 90 percent	0	0	0	0	0	0	21	30	27	0	0	0	0	78	
One or more suspensions	0	0	0	0	0	0	27	59	43	0	0	0	0	129	
Course failure in ELA or Math	0	0	0	0	0	0	28	73	41	0	0	0	0	142	
Level 1 on statewide assessment	0	0	0	0	0	0	41	80	50	0	0	0	0	171	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	20	70	41	0	0	0	0	131

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		
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4	

FTE units allocated to school (total number of teacher units)

57

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	26	46	40	0	0	0	0	112	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	26	46	40	0	0	0	0	112	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	52%	54%	0%	52%	52%
ELA Learning Gains	61%	52%	54%	0%	53%	54%
ELA Lowest 25th Percentile	49%	45%	47%	0%	42%	44%
Math Achievement	75%	55%	58%	0%	53%	56%
Math Learning Gains	67%	55%	57%	0%	55%	57%
Math Lowest 25th Percentile	58%	50%	51%	0%	48%	50%
Science Achievement	65%	51%	51%	0%	49%	50%
Social Studies Achievement	82%	67%	72%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	304 (0)	323 (0)	296 (0)	923 (0)
Attendance below 90 percent	21 (35)	30 (26)	27 (25)	78 (86)
One or more suspensions	27 (22)	59 (38)	43 (38)	129 (98)
Course failure in ELA or Math	28 (16)	73 (47)	41 (55)	142 (118)
Level 1 on statewide assessment	41 (56)	80 (71)	50 (67)	171 (194)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	68%	52%	16%	54%	14%
	2018	64%	48%	16%	52%	12%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	65%	48%	17%	52%	13%
	2018	63%	48%	15%	51%	12%
Same Grade Comparison		2%				
Cohort Comparison		1%				
08	2019	68%	54%	14%	56%	12%
	2018	67%	55%	12%	58%	9%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	70%	43%	27%	55%	15%
	2018	62%	35%	27%	52%	10%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	68%	49%	19%	54%	14%
	2018	74%	51%	23%	54%	20%
Same Grade Comparison		-6%				
Cohort Comparison		6%				
08	2019	52%	36%	16%	46%	6%
	2018	20%	32%	-12%	45%	-25%
Same Grade Comparison		32%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	63%	49%	14%	48%	15%
	2018	61%	49%	12%	50%	11%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	66%	15%	71%	10%
2018	76%	66%	10%	71%	5%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	63%	32%	61%	34%
2018	81%	61%	20%	62%	19%
Compare		14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	92%	65%	27%	56%	36%
Compare		8%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	41	32	41	58	58	27	60			
ELL	47	55	45	60	66	56	40	60	83		
ASN	82	68	64	93	79		83	96	97		
BLK	64	55	54	65	58	39	63	84	75		
HSP	62	61	50	70	68	62	55	77	78		
MUL	94	79		92	62		91		82		
WHT	71	59	35	80	67	59	72	84	88		
FRL	59	59	45	66	62	55	52	74	78		
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		

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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	683
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	83
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA lowest 25% was our lowest performing data component at 49%. This is not a trend as this is only the second year of data for our school, and previously our lowest category was Math lowest 25% at 36% in 2018.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Timber Springs Middle School did not go down in any components from the previous year. Science achievement we did stay the same at 65%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Timber Springs Middle was above the state average in each category. The lowest percent being ELA lowest 25%, we only outgained the state average by 2%. In 2017-2018 we were 4% below the state average, but gained 6% in ELA lowest 25%. Also in 2017-2018 we were 15% below the state in Math lowest 25%, but made 22% in gains to go 7% above the state average for this year. We had a strong emphasis on which teachers were working with our lowest 25%, along with strong tutoring programs to support our students and their needs.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement was Math lowest 25% which gained 22% points from the previous year. Last year we were at 36%, and this year we moved to 58%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Looking at our current 8th graders there was a large increase in 2 or more indicators from 6th to 7th grade. In 6th grade there were only 26 students with 2 or more, and as 7th graders it went to 70 students with 2 or more indicators. We would want to focus on getting that number back down under 30. We will use our current list of students to help us track our students data throughout the year, and put support systems in place for the students who have the potential to have more than one indicator.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase proficiency in Math, ELA, and Science in all subgroups.
2. Increase ELA and math learning gains in the lowest 25%.
3. Increase ELA gains for all students by using close reading strategies, and a focus on developing the students writing strategies.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase ELA, Math, and Science proficiency in all subgroups by 3%. (Division Priority: Narrow Achievement Gaps)
Rationale	In our Culturally Responsive School Plan, we have noticed achievement gaps within our school. We want to make sure that students who are performing well, continue to perform well in all areas, and all students make gains.
State the measurable outcome the school plans to achieve	We would like to see a 3% gain in each of the subgroups. We will monitor this data by looking at our school data and meeting with our Culturally Responsive School plan team monthly. Our team will target attendance data to work with our students who are truant, discipline data with students who are tardy, or missing class from behaviors, and achievement data with students who need support. We will provide staff with resources so that they are aware of implicit biases and can address them. We will provide support strategies for students who are not performing at proficient levels as well as those who are performing at advanced levels. Our school will use dreambox, I-ready, and MTSS data to help us support students and their needs.
Person responsible for monitoring outcome	Erin Nesbitt (erin.nesbitt@ocps.net)
Evidence-based Strategy	Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.
Action Step	
Description	<ol style="list-style-type: none"> 1. Staff PD on dreambox (math dept), and presentations on building relationships with all students at staff meetings. 2. PLC data chats bi-monthly. 3. Each teacher will meet monthly to go over their MTSS data and receive instructional coaching, as needed. 4. MTSS team will meet to address individual students.
Person Responsible	Alice Tomlinson (alice.tomlinson@ocps.net)

#2	
Title	Increase ELA and Math learning gains in the lowest 25% by 3%. (Division Priority: Accelerate Student Performance)
Rationale	49% of our ELA students and 58% of our math students in the lowest 25% have made learning gains in 2018-2019. This is an improvement from the 2017-2018 school year.
State the measurable outcome the school plans to achieve	We would like to make gains by 3% in both math and ELA lowest 25%. We will use our frequent MTSS meetings, weekly PLC's to analyze data and discuss interventions.
Person responsible for monitoring outcome	Samantha Kingsley (samantha.kingsley@ocps.net)
Evidence-based Strategy	Students make additions and deletions to revise previous knowledge and thinking processes in order to deepen understanding.
Rationale for Evidence-based Strategy	Students' revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly PLC's to analyze data and create intervention groups. 2. Coaches and administration will monitor intervention groups during classroom coaching observations. 3. Instructional coaches will meet with individual teachers to plan support for tier 2 & 3 instruction. 4. Through classroom observations continue to support teachers who may have needed time to implement feedback, conduct new coaching interventions to see the small groups and interventions working. 5. Tutoring groups will be formed to support students needs.
Person Responsible	Erin Nesbitt (erin.nesbitt@ocps.net)

#3	
Title	Increase ELA gains for all students by 3% through the work of the DPLC. (Division Priority: Accelerate Student Performance)
Rationale	Our district has set up a three year plan to address improving all students reading strategies and their achievement level through the work of the DPLC. We want to continue to focus on using the strategies of close reading, and develop our writing strategies this year, as well.
State the measurable outcome the school plans to achieve	In 2018-2019 school year 61% of our students made learning gains in ELA. In 2019-2020 we want to increase 3% from 61% to 64% of our students with ELA learning gains. Our DPLC group will provide PD for teachers to implement strategies for close reading and writing skills for our students.
Person responsible for monitoring outcome	Alice Tomlinson (alice.tomlinson@ocps.net)
Evidence-based Strategy	Students generate inferences and elaborate to provide evidence that demonstrates understanding of learned content.
Rationale for Evidence-based Strategy	Students must be skilled at generating valid conclusions based on content in order to support future analytical thinking and enhance comprehension.
Action Step	
Description	<ol style="list-style-type: none"> 1. DPLC will participate in district DPLC trainings. 2. DPLC team will conduct PD to our instructional staff on reading and writing strategies to support their students. 3. Coaches and administration will conduct walkthroughs to monitor instruction and high yield strategies. 4. Through classroom observations continue to support teachers and conduct observations looking for evidence of the new strategies being implemented.
Person Responsible	Samantha Kingsley (samantha.kingsley@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase ELA, Math, and Science proficiency in all subgroups by 3%. (Division Priority: Narrow Achievement Gaps)				\$31,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	120-Classroom Teachers	1852 - Timber Springs Middle	General Fund	11.0	\$22,150.00
			<i>Notes: Two teachers will be assigned an additional class period of Math for MTSS with small groups of students. Two teachers will be assigned an additional class period of English for MTSS with small groups of students.</i>			
	5100	120-Classroom Teachers	1852 - Timber Springs Middle	General Fund	11.0	\$9,000.00
			<i>Notes: Tutoring provided three days a week to students who need support.</i>			
2	III.A.	Areas of Focus: Increase ELA and Math learning gains in the lowest 25% by 3%. (Division Priority: Accelerate Student Performance)				\$31,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1852 - Timber Springs Middle	General Fund	11.0	\$22,150.00
			<i>Notes: Two teachers will be assigned an additional class period of Math for MTSS with small groups of students. Two teachers will be assigned an additional class period of English for MTSS with small groups of students.</i>			
	5100	120-Classroom Teachers	1852 - Timber Springs Middle	General Fund	11.0	\$9,000.00
			<i>Notes: Tutoring provided three days a week to students who need support.</i>			
3	III.A.	Areas of Focus: Increase ELA gains for all students by 3% through the work of the DPLC. (Division Priority: Accelerate Student Performance)				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	380800-OFFICE SUPPLIES CONSUMABLE-TRAINING	1852 - Timber Springs Middle	General Fund	11.0	\$300.00
			<i>Notes: Supplies for professional development to support teachers in close reading and writing strategies.</i>			
Total:						\$62,600.00