Timber Springs Middle

2021-22 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: 1/16/2017

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2020-21 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
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	

* 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.](http://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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	40%

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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cantrell, Eric	Principal	The principal is responsible for oversight of all curriculum and instruction which includes school operations. Budgeting and accounting is an area of responsibility where needs and constraints are assessed in order to adequately fund instructional initiatives aimed at reducing achievement gaps and increasing learning gains. This includes SELL, scheduling, promoting instructional leadership, school and community relations, program planning, assessments, evaluations, school activities, and functions. In addition, the principal is responsible for enforcement of district-wide policies, guidelines and procedures. The principal oversees school-wide progress monitoring and student data in an effort to close achievement gaps for student sub-populations; ad facilitates and supports professional learning community groups within the school (PLC). The principal monitors instructional staff to ensure effective instructional strategies are consistently implemented in all classrooms. School and community stakeholders are communicated with regularly regarding the academic initiatives and progress of our students.
Soubasis, Steven	Assistant Principal	Assistant Principal: Mr. Soubasis is responsible for curriculum and instruction, for devising and implementing the master schedule. Facilitating PLCs and MTSS/Data meetings with the Math Department. Evaluating instructional staff is another area of responsibility to ensure effective instructional strategies are consistently implemented in all classrooms. Communication with school and community stakeholders regularly is key to engaging and involving parents and community members regarding academic initiatives and progress of our students.
Parsons, Kimberly	Assistant Principal	Assistant Principal: Mrs. Parsons is charged with oversight of school operations. She facilitates PLCs and MTSS/Data meetings with the Social Studies Department. The assistant principal evaluates instructional staff to ensure effective instructional strategies are consistently implemented in all classrooms. Mrs. Parsons communicates with school and community stakeholders regularly regarding the academic initiatives and progress of our students.
Shepherd, Natalie	Dean	Dean: Ms. Shepherd is responsible for overseeing school-wide positive behavior plan and discipline. Facilitating PLCs and MTSS/Data meetings with the Science Department is another area where the Dean is involved. Ms. Shepherd will be working in PLCs, PDs, staff meetings, and data meetings to share not only discipline data, but to support teachers academically as well as with student behavioral concerns that may impact learning. She will help coach teachers who need support with classroom management, and she will support the MTSS Tier 1 & 2 behavioral concerns which includes working with community members.

Name	Position Title	Job Duties and Responsibilities
Grullon, Laura	Other	SAFE Coordinator: Ms. Grullon will support and monitor mental health and SEL initiatives for our students in an effort to better meet their 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.
Kingsley, Samantha	Instructional Coach	CRT: Ms. Kingsley is a leading member of PLCs and MTSS/Data meetings with the Math Department. She serves as testing coordinator and oversees scheduling and administration of all standardized testing including i-Ready, CELLA/WIDA, PMA, MPA, EOC, FSA. Ms. Kingsley is charged with helping teachers understand effective instructional practices, and facilitates growth in demonstrating effective strategies that lead to high student achievement levels. She will work with the new teacher program to provide support in an effort to help retain them as great teachers for many years to come. Ms. Kingsley will be working with student intervention groups, working in PLCs, PDs, staff meetings, and data meetings.
Nesbitt, Erin	Instructional Coach	Instructional Coach: Ms. Nesbitt serves as a leading member of PLCs and MTSS/Data meetings with the ELA Department. She provides coaching to instructional staff through non-evaluative observations and coaching conferences. Ms. Nesbitt will be in charge of helping teachers as a coach and helping lead their instruction to a high achievement level. She supports 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 PLCs, staff meetings, data meetings, and providing professional develop opportunities for all instructional staff.
Tomlinson, Alice	Instructional Coach	Instructional Coach: Ms. Tomlinson is a leading member of PLCs and MTSS/Data meetings with the ELA Department. She provides coaching to instructional staff through non-evaluative observations with feedback and coaching conferences. Ms.Tomlinson is in charge of helping teachers as a coach and helping to lead their instructional practices to a high level that positively impact student learning. She will support our new teachers in an effort to help retain them as great teachers for many years to come. Ms. Tomlinson will be be working with student intervention groups, participating in PLCs, staff meetings, data meetings, and providing professional development opportunities for all instructional staff.

Name	Position Title	Job Duties and Responsibilities
Craft, Linda	Other	Staffing Specialist: Ms. Craft participates in MTSS meetings to ensure proper focus and interventions are being implemented with additional support services as well as for ESE students. She plays a primary role in individual Tier 3 student meetings to determine the appropriateness of initiating ESE an evaluation. Ms. Craft will take care of our students with an IEP (ESE) or EP (Gifted), or 504 Plan. She supports the MTSS process and ensures students receive facilitated support to better meet their educational needs. Mrs. Craft works closely with all teachers, and leadership to identify and provide support services to students who may have specific needs because of the MTSS process, or that is relative to their specific staffing classification and/or placement.

Demographic Information

Principal start date
Monday 1/16/2017, Steven Soubasis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
16

Total number of teacher positions allocated to the school
61

Total number of students enrolled at the school
935

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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	284	319	304	0	0	0	0	907
Attendance below 90 percent	0	0	0	0	0	0	25	16	20	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	5	6	8	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	10	16	45	0	0	0	0	71
Course failure in Math	0	0	0	0	0	0	11	10	20	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	35	42	0	0	0	0	105
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	30	51	0	0	0	0	104
Number of students with a substantial reading deficiency	0	0	0	0	0	0	28	35	42	0	0	0	0	105

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	23	30	51	0	0	0	0	104

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	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	292	337	319	0	0	0	0	948
Attendance below 90 percent	0	0	0	0	0	0	29	12	59	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	3	6	13	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	14	45	21	0	0	0	0	80
Course failure in Math	0	0	0	0	0	0	10	17	16	0	0	0	0	43
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	34	36	36	0	0	0	0	106
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	30	47	31	0	0	0	0	108

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	35	42	42	0	0	0	0	119

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	0	1	1	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	292	337	319	0	0	0	0	948
Attendance below 90 percent	0	0	0	0	0	0	29	12	59	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	3	6	13	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	14	45	21	0	0	0	0	80
Course failure in Math	0	0	0	0	0	0	10	17	16	0	0	0	0	43
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	34	36	36	0	0	0	0	106
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	30	47	31	0	0	0	0	108

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	35	42	42	0	0	0	0	119

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	0	1	1	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	52%	54%	67%	52%	53%
ELA Learning Gains				61%	52%	54%	58%	50%	54%
ELA Lowest 25th Percentile				49%	45%	47%	43%	42%	47%
Math Achievement				75%	55%	58%	68%	53%	58%
Math Learning Gains				67%	55%	57%	53%	51%	57%
Math Lowest 25th Percentile				58%	50%	51%	36%	44%	51%
Science Achievement				65%	51%	51%	65%	51%	52%
Social Studies Achievement				82%	67%	72%	80%	68%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	68%	52%	16%	54%	14%
Cohort Comparison						
07	2021					
	2019	65%	48%	17%	52%	13%
Cohort Comparison		-68%				
08	2021					
	2019	68%	54%	14%	56%	12%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	70%	43%	27%	55%	15%
Cohort Comparison						
07	2021					
	2019	68%	49%	19%	54%	14%
Cohort Comparison		-70%				
08	2021					
	2019	52%	36%	16%	46%	6%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	63%	49%	14%	48%	15%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	66%	15%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	53%	47%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data compiled below grades 6th, 7th, 8th based on IReady progress monitoring from the 2020-2021 school year.

That data compiled below for grades 6th and 7th math is based on IReady progress monitoring from the 2020-2021 school year.

The data compiled below for 8th grade math is based on Algebra 1 PMAs.

The data compiled below for Civics and Science is based on 20-21 PMAs.

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	29	32	33
	Economically Disadvantaged	25	24	25
	Students With Disabilities	5	5	5
	English Language Learners	10	17	16
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	18	25	30
	Economically Disadvantaged	15	19	23
	Students With Disabilities	0	0	9
	English Language Learners	8	13	16

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	29	31	34
	Economically Disadvantaged	20	21	24
	Students With Disabilities	0	7	3
	English Language Learners	0	3	3
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	2	6	6
	Economically Disadvantaged	2	2	4
	Students With Disabilities	0	3	7
	English Language Learners	0	3	3
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students	72	77	80
	Economically Disadvantaged	61	66	73
	Students With Disabilities	25	50	44
	English Language Learners	47	53	60

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	32	34
	Economically Disadvantaged	17	25	25
	Students With Disabilities	0	7	7
	English Language Learners	0	0	4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	86	89	90
	Economically Disadvantaged	87	92	88
	Students With Disabilities	67	50	100
	English Language Learners	89	88	100
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	56	62
	Economically Disadvantaged	57	48	52
	Students With Disabilities	24	29	25
	English Language Learners	33	28	30

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	8	30	28	14	37	35	17	48	33		
ELL	26	43	39	31	40	46	16	46	73		
ASN	83	65		90	60		92	93	98		
BLK	58	53	35	53	38	23	56	69	62		
HSP	52	50	39	52	43	43	53	77	77		
MUL	71	33		72	30		74	80	90		
WHT	64	53	42	69	46	28	61	79	80		
FRL	48	47	37	49	38	36	49	68	72		
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		

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
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		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	42
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	50
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	55
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	64
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	58
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge across grade levels, subgroups, and core content areas that we identified are that our SWD and ELL student populations are performing at a lower rate of proficiency in ELA, based on IReady data, as compared to the total data of the school; these trends can seen in section II - C -2. We see a similar trend with the proficiency of our SWD and ELL students in Civics and 8th Grade Science PMA scores as well.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and the 2019 state assessments the data components that demonstrate the greatest need for improvement are; ELA grades 6-8 (EOY IReady data 6th = 33% proficient, 7th = 34% proficient, and 8th = 34% proficient), with an additional focus on our SWD (EOY 6th = 5% proficient, 7th = 3% proficient, 8th = 7% proficient), ELL (EOY 6th = 16 % proficient, 7th = 3% proficient, 8th = 4% proficient), and bottom 25% subgroups (2019 state assessment 49% proficient which is above both District (45%) and State (47%) percent proficient).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based off the 2019 state assessments, contributing factors for the area identified as needing improvement include, different student populations from each grade level from one school year to the next (e.g. from 18-19 to 19-20),an increased number of students with disabilities, more students with diverse cultures / educational backgrounds and limited English proficiency, and physiological changes.

Based on the IReady progress monitoring data from the 20-21 school year, contributing factors for areas identified areas as needing improvement include, student / teacher adjustments to new learning models.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off the 2019 state assessments the data, the component showing the most improvement was Math lowest 25% which gained 22% points from the previous year.

Based on the IReady progress monitoring data from the 20-21 school year the data components that showed the more improvement was total 6th grade math proficient starting at 18% BOY and ending with 30% EOY.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement were deeper analysis of data within PLCs, student interventions and supports during the school day and after school (including MTSS), strategic standards based lesson planning and implementation, targeted teacher support to ensure high quality instruction and scaffolding for all students.

What strategies will need to be implemented in order to accelerate learning?

Formative data collection.
Progress monitoring data analysis desegregated by student, teacher, grade level, subgroup, school.
Data analyzed by teacher, PLC, and admin. team.
Student data chats.
Purposeful standards based lesson planning to meet the meet of all students, utilizing progress monitoring data.
Purposeful use of small group instruction.
Successful implementation of MTSS.
Scheduled and strategic actions plans for student supports and interventions.
Actionable support and feedback to teachers and coaches regarding best practices and standards based learning.
Build and establish a schoolwide culture for social emotional learning with adults and students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Building in formative assessments / progress checks into daily lessons.
Scaffolding for all learners.
ELL / SWD accommodations and learning strategies.
Small group instruction

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The administrative team will implement and evaluate the success the strategies and monitor the effectiveness throughout the school year; during the evaluation of the strategies, adjustments will be made when needed to ensure the success of all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Increase ELA and Math learning gains in the lowest 25%

Measurable Outcome:	We would like to make gains by 3% in Mathematics and ELA's lowest 25%, from 37% to 40% in math and 38% to 41% in ELA. We will use MTSS meetings, weekly PLC's, data chats to analyze data and discuss interventions, as well implement effective instructional strategies. Specifically, we will use culminating tasks, formative assessments i-Ready, PMAs and MAP (Algebra and Geometry), small groups and differentiated instruction.
Monitoring:	This Area of Focus will be monitored for the desired outcome through student data monitoring and classroom instructional monitoring. Student data will be monitored by the classroom teacher, PLCS, instructional coaches, and administration. Action plans based on the data will be developed and implemented.
Person responsible for monitoring outcome:	Steven Soubasis (steven.soubasis@ocps.net)
Evidence-based Strategy:	Students make additions and deletions to revise previous knowledge and thinking processes in order to deepen understanding through progress monitoring.
Rationale for Evidence-based Strategy:	38% of our ELA students and 37% of our math students in the lowest 25% made learning gains in the 2020-2021 school year. This is a decrease from the 2019 school year where 49% of students in ELA and 58% of students in math made learning gains in the lowest 25%.

Action Steps to Implement	

1. Weekly PLC's to analyze data and create intervention groups.

Person Responsible	Erin Nesbitt (erin.nesbitt@ocps.net)

2. Coaches and administration will monitor intervention groups during classroom observations.

Person Responsible	Steven Soubasis (steven.soubasis@ocps.net)

3. Instructional coaches will meet with individual teachers to plan support for tier 2 & 3 instruction, including students with disabilities.

Person Responsible	Alice Tomlinson (alice.tomlinson@ocps.net)

4. Through classroom observations continue to support teachers who may need time to implement feedback, conduct new coaching recommendations to see the effectiveness of small group interventions.

Person Responsible	Erin Nesbitt (erin.nesbitt@ocps.net)

5. Tutoring programs will be implemented to support student needs and address achievement gaps.

Person Responsible Erin Nesbitt (erin.nesbitt@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject materials. By ensuring our school has a culture for social and emotional learning, we will address the following school needs: Professional development for teachers relating to acceptance, tolerance, and diversity (Cultural Responsiveness and SEL). Stakeholder buy-in (i.e. students, staff, parents)
Measurable Outcome:	TSMS will use the following to determine the effectiveness of social emotional learning incorporated throughout our school: Improvement in Early Warning Systems indicator data which includes student achievement for those in the lowest quartile for ELA/Reading (38% to 41%) and Math (37% to 40%) and Attendance as our primary areas of concern 100% participation with Cognia and school-based surveys with emphasis on increasing community involvement, increased communication, and effective strategies being used to monitor progress Decreased disciplinary infractions/consequences
Monitoring:	This Area of Focus will be monitored for the desired outcome through actions plans developed by the leadership team, student data monitoring and classroom instructional monitoring, student support regarding early warning indicators, and survey monitoring. Student data will be monitored by the classroom teacher, PLCS, instructional coaches, and administration.
Person responsible for monitoring outcome:	Kimberly Parsons (kimberly.parsons@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change
Action Steps to Implement	

Use cycles of professional learning that integrate academics and social and emotional learning

Person Responsible Natalie Shepherd (natalie.shepherd@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data based instructional decisions that enhance school improvement efforts.

Person Responsible Eric Cantrell (eric.cantrell@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.
Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

In order to establish a positive school culture and climate, TSMS engages in ongoing, districtwide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, TSMS uses the CASEL Core competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from TSMS, which include a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. The school leadership team collaborates with stakeholders, through processes such as the School Advisory Council to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$33,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	380800-OFFICE SUPPLIES CONSUMABLE-TRAINING	1852 - Timber Springs Middle	General Fund	11.0	$400.00
			Notes: Supplies for professional development to support effective instructional strategies such as small group / differentiated instruction.			
	5100	120-Classroom Teachers	1852 - Timber Springs Middle	General Fund	11.0	$9,000.00
			Notes: Tutoring will be provided to students needing additional support three days per week.			
	5100	140-Substitute Teachers	1852 - Timber Springs Middle	General Fund	11.0	$2,000.00
			Notes: Substitute will be provided for teachers to attend additional training on effective instructional delivery relating to small group / differentiated instruction.			
	5100	120-Classroom Teachers	1852 - Timber Springs Middle	General Fund	11.0	$22,150.00
			Notes: Two teachers will be assigned an additional class period o ELA and/or Math for MTSS with small group instruction.			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1852 - Timber Springs Middle	General Fund	11.0	$400.00
			Notes: Provide supplies and resources for professional development to support teachers' effective implementation of SEL stratigies.			
	5100	140-Substitute Teachers	1852 - Timber Springs Middle	General Fund	12.0	$800.00
			Notes: Provide substitute teachers for instructional staff attending additional training for effective implementation of SEL.			
					Total:	$34,750.00