

2013-2014 SCHOOL IMPROVEMENT PLAN

Timber Creek High
1001 AVALON PARK BLVD
Orlando, FL 32828
321-235-7800

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 32%
Alternative/ESE Center No	Charter School No	Minority Rate 56%

School Grades History

2013-14 PENDING	2012-13 A	2011-12 A	2010-11 B	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Timber Creek High

Principal

Gabriel Berrio

School Advisory Council chair

Greg Maida

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeffrey Boettner	Assistant Principal
Cherri Samuel	Assistant Principal
Kelly Paduano	Assistant Principal
Daphne Flakes	Assistant Principal
Tony Bolyard	Assistant Principal
Vickie Seavers	CRT
Jill Weems	Guidance Department Chair
Suzanne Roth	Reading/MTSS Coach
Memry Molina	Placement Specialist
Nancy Lynxwiler	Dean/MTSS Coach

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Greg Maida, SAC Chair
 Monica Georg, Co-Chair/Paraprofessional
 Janie Nelson, SAC Secretary
 Gabriel Berrio, Principal
 Kelly Paduano, Assistant Principal
 Lisa Meyer

Betty Ray
Annie Caradori Smith
Gail Imbornoni, Beth Watts
Karen Hopkins
Nancy Lynxwiler
Kjayla Martin
Joanne McNamara
Phil Stump
Shannon Lennon
Lisa Hamberg
Sanchia Bennett
Susan Johnson
Sarah Longino
Jorge Diaz
Maria Espino-Rood
Deanna Mashburn
Janet Martin

Involvement of the SAC in the development of the SIP

Recommendations
Goals
School-Based Decision Making
Teacher Grants
Surveys
Committees

Activities of the SAC for the upcoming school year

SRM Committee
Survey Committee
Teacher Grant Committee

Projected use of school improvement funds, including the amount allocated to each project

Technology and Curriculum Purchases (Recommended by SAC)
Faculty and Staff Bonuses (Recommended by FAC)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

6

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gabriel Berrio

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

BA, History with Spanish Endorsement
 MEd, Educational Leadership
 EdD, Education, Specialization in Exceptional Education
 Certified in History, Spanish, Educational Leadership, School
 Principal, K-12
 Eligible for Certification in ESOL and ESE

Performance Record

2012-2013 Highest District HS Scores in FCAT Reading, 10th
 Grade Reading Learning Gains, Algebra I EOC Pass Rate,
 Geometry EOC Pass Rate
 2011-2012 Multilingual Services Principal of the Year
 2011-2012 Imagine Learning Demonstration School
 2011-2012 Eligible for AVID Demonstration School
 2008-2012 Principal, Westridge Middle School; Annual School
 Points Increase Recorded Highest Science and Writing Scores in
 School History
 2003-2008 Assistant Principal, Winter Park HS; "A" School 3 of 5
 Years

Cherri Samuel

Asst Principal

Years as Administrator: 14

Years at Current School: 7

Credentials

BS in Elementary Education
 M.Ed. in Administration and Supervision
 Certified in Elementary Ed 1-6
 Certified in Mathematics 5-9
 School Principal All Levels

Performance Record

2012-2013 Timber Creek High School grade is pending
 2011-2012 Timber Creek High School grade was an A
 2010-2011 Timber Creek High School was a B
 82% AYP
 2009-2010 Timber Creek High School was a A (1228 points)
 100% AYP
 2008-2009 Timber Creek High School was a B (505 points)
 69% AYP
 2007-2008 Timber Creek High School was a C (533 points)
 74% AYP
 2006-2007 Timber Creek High School was a B (512 points)
 85% AYP

Jeffrey Boettner		
Asst Principal	Years as Administrator: 18	Years at Current School: 14
Credentials	Bachelors of Science in Physical Education MA in Educational Leadership Physical Education 6-12 Science 6-12 School Principal	
Performance Record	2012-2013 Timber Creek High School grade is pending 2011-2012 Timber Creek High School grade was an A 2010-2011 Timber Creek High School was a B 82% AYP 2009-2010 Timber Creek High School was a A (1228 points) 100% AYP 2008-2009 Timber Creek High School was a B (505 points) 69% AYP 2007-2008 Timber Creek High School was a C (533 points) 74% AYP 2006-2007 Timber Creek High School was a B (512 points) 85% AYP 2005-2006 Timber Creek High School was a C (394 points) 74% AYP 2004-2005 Timber Creek High School was a B (386 points) 80% AYP 2003-2004 Timber Creek High School was a B (393 points) 77% AYP 2002-2003 Timber Creek High School was a C (370 points) 2001-2002 Timber Creek High School was not graded	

Anthony Bolyard		
Asst Principal	Years as Administrator: 12	Years at Current School: 10
Credentials	AA (General Studies) BA in Physical Education MA in Educational Leadership Coaching Endorsement Educational Leadership	
Performance Record	2012-2013 Timber Creek High School grade is pending 2011-2012 Winter Park High School grade is an A 2009-2011 A or B grade for the past 2 years, fifty percent or more of the lowest 25% have met learning gains, 51% of tenth grade students scored 3 or above on the 2011 FCAT Reading .	

Daphne Flakes		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	Bachelor's Degree: Mathematics (Education track) and Master's Degree: Educational Leadership Mathematics 6-12, Middle Grades Endorsement, Educational Leadership (all Levels), and Principal (all levels).	
Performance Record	2012-2013 Timber Creek High School grade is pending Year: 2011-2012 School: University High School Grade: B 41.0% of students taking the Algebra EOC scored proficient. Year: 2010-2011 School: University High School Grade: A. 75.6% of the students taking the FCAT Math scored at proficient.	

Kelly Paduano		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
Credentials	BS in Social Science Education M.A. in Educational Leadership Doctorate in Educational Leadership Certified Social Science Education 6-12 Certified in Educational Leadership	
Performance Record	2012-2013 Timber Creek High School grade is pending 2011-2012 Timber Creek High School grade was an A 2010-2011 Union Park Middle School was a B (506 points) 69% AYP 2009-2010 Union Park Middle School was a B (502 points) 72% AYP	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Vicky Seavers		
Full-time / School-based	Years as Coach: 5	Years at Current School: 13
Areas	Data	
Credentials	B.S. Mathematics Education, M.A. in Educational Media, Doctorate in Curriculum and Instruction	
Performance Record	2012-2013 Timber Creek High School grade is pending 2011-2012 Timber Creek High School grade was an A (1174 points) 2010-2011 Timber Creek High School was a B (1262 points) 82% AYP 2009-2010 Timber Creek High School was a A (1228 points) 100% AYP 2008-2009 Timber Creek High School was a B (505 points) 69% AYP	

Suzanne Roth		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Exceptional Education, Specific Learning Disabilities (K-12) Social Sciences (5-9) Reading Endorsed	
Performance Record	2013: East River High School achieved a school grade of a B and achieved the greatest reading learning gains of all Orange County High Schools for ninth grade 2013: Ninth grade reading students ranked 6th in the district overall, increasing their proficiency (at a level 3 or above) to 61% from 47%. 2013: Tenth grade reading students increased in proficiency from 50% to 52%.	

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	177
# receiving effective rating or higher	170, 96%

Highly Qualified Teachers

100%

certified in-field

177, 100%

ESOL endorsed

15, 8%

reading endorsed

12, 7%

with advanced degrees

70, 40%

National Board Certified

13, 7%

first-year teachers

13, 7%

with 1-5 years of experience

82, 46%

with 6-14 years of experience

65, 37%

with 15 or more years of experience

30, 17%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

11

receiving effective rating or higher

11, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Beginning Teacher PLC
2. Acceptance of junior and senior interns
3. Peer Collaboration in a supportive environment – Subject area PLCs
4. Staff development for personal growth and leadership opportunities

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers are paired based on need and level of expertise of both mentor and mentee. Our CRT develops plan and provides staff development as needed.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Team will utilize the OCPS problem solving process in making data based decisions regarding core academic instruction.

Administrators, instructional coaches and teacher leaders will use the PLC structure to facilitate the problem solving process to ensure that implementation of Tier 1 instruction and interventions are taking place.

The MTSS team will use benchmark assessments, EDGE, FAIR, Achieve 3000 and both formative and summative teacher assessments as a data source.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS Leadership Team will disaggregate data with teachers within PLCs to determine subject area learning gains and targeted subgroups as it relates to the implementation of the School Improvement Plan goals.

The team will work closely with PLC's to analyze trends, monitor interventions and collect data so that appropriate instructional decisions are made.

The role of the Principal and Assistant Principals is to ensure the MTSS team is trained and to communicate MTSS goals to the staff.

The Reading Coach will collect assessment data from teachers to determine tiered interventions for students as needed. The support facilitative team will provide direct intervention in the classrooms as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team and Administration will meet monthly to review school-wide data and input from classroom observations to determine if rigorous classroom instruction is evident.

If problems exist, the MTSS Leadership Team will analyze specific data to determine fidelity.

The MTSS team will collaborate to develop a plan of action to target areas of weakness and will evaluate its effectiveness as specified in the intervention plan.

If progress is not being made in the targeted areas, the MTSS Leadership Team will make changes to the action plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS team will use benchmark assessments, EDGE, FAIR, Achieve 3000 and both formative and summative assessments from core academic teachers as a data source.

Data will be reviewed in PLC's and analyzed for trends in student performance. Within the PLC teachers will determine if enrichment or remediation is necessary.

The MTSS Leadership Team members will use IMS 2.0 to monitor individual teachers, students and subgroups to determine instructional fidelity as it relates to Tiers 1, 2 and 3 and the goals of the School Improvement Plan.

IMS 2.0 will be used to access, analyze and monitor academic and instructional assessments; EDW for Behavior and SMS for attendance.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership Team will provide on-going MTSS information to teachers through Professional Development trainings within PLCs, PTSA and SAC presentations, guidance newsletters and the SAFE Department.

The team will be supported by on-going training and coaching to staff members. Instructional Staff will be supported and recognized by administration for their efforts in following best practices in the classroom. Students will be recognized academically for increased classroom achievement and positive behavior.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 6,960

Saturday School is used for students that need to make up tests, assignments, and projects

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected via attendance, E2020 Records of time, percentage correct, and attempts. Spreadsheets are gathered for students on E2020 to monitor progress and completion.

Who is responsible for monitoring implementation of this strategy?

Colleen Hemann
Linda Fennell
Jon Frankos

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Media Center Extended hours for students who need time to work on homework and projects, students that need computers, and students who want to read.

Strategy Purpose(s)

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How is data collected and analyzed to determine the effectiveness of this strategy?

Students sign in to use Media Center.

Who is responsible for monitoring implementation of this strategy?

Pat Franklin, Media Specialist

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Suzanne Roth	Reading Coach
Pat Franklin	Media Specialist
Gabriel Berrio	Principal
Adam Lange	SS Department Chair/PLCLead
Yokasta DeLeon	Reading Department Chair

How the school-based LLT functions

The LLT meets once a quarter in person or online. The LLT, composed of resource teachers, administrators, and classroom teachers, provides the leadership and mentoring for incorporating literacy within all content area subjects. Activities of the team include guest author presentations, designing summer reading, coordinating Literacy Week and Poetry Month, and facilitating book clubs.

Major initiatives of the LLT

- What will be the major initiatives of the LLT this year?
- 1) Common Core training in philosophy and strategies
 - 2) Incorporation of reading instruction in social studies, science, and language arts.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The TCHS Literacy Plan lists and explains the responsibilities of every content area teacher for incorporating reading strategies daily. Administrators will check daily lesson plans for inclusion of reading strategy instruction and use observation tools to verify such instruction. Teachers will be supported in visiting classrooms where reading strategies are modeled and encouraged

to focus on reading strategies during PLC.

The professional development plan will incorporate training on reading strategies with a focus on science and social studies classrooms.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Timber Creek HS integrates a rigorous academic curriculum with an industry-specific curriculum, aligned directly to priority workforce needs established by the regional workforce development board. Our school has documentation reflecting students following the current Region 12 Targeted Occupations List and all four of our academies follow this occupations list. All four TCHS academies follow a Program of Study showing academic subjects typically taken by academy students.

Secondly, our CAPE academies have evidence reflecting academic course curriculum, including evidence of collaboration between academic and career course instructors. (Lesson plans from career courses reflect how academic content is being incorporated into career curriculum.) Our TCHS curriculum observes the frameworks that lead to post secondary opportunities.

We also have evidence of career content being integrated into academic course curriculum, including evidence of collaboration between academic and career course instructors. TCHS also has articulation agreements for Career pathways-Valencia State College (for evidence of provisions for career-based courses that earn post secondary academic credit). Our CAPE program of study indicates academy instruction that leads to industry certification, as 292 students took Industry Certification exams this school year.

Dual enrollment, technical center, and college programs assist students in obtaining real world career/college experience. The College and Career center provides many opportunities for guest speakers and informative workshops on subjects related to career education. Teachers visit the career center with students to inform them of this service. Counselors and parent volunteers speak about future planning and tools available for success.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students are encouraged to choose the most rigorous program of study for them individually. We are open inclusion and have regular classes as well as honors, college prep, advanced placement, school to work and dual enrollment. Various workshops and guidance programs throughout the year include junior class visitation and senior conferences in order for students to do thoughtful planning of course work throughout high school. Spring registration is personal and individualized including teacher recommendations for advanced courses. The ePep program and FACTS.org are reviewed throughout the year to explore career goals and high school course planning.

Strategies for improving student readiness for the public postsecondary level

College visits and college fairs. The PSAT is given to all 10th grade students and promoted to 11th graders who performed competitively on the 10th grade test (AP Potential). Encouragement of rigorous courses, senior conferences, essay writing workshops, college workshops, College and Career Center as a resource, CCC website, Facebook, Scholarship information, "Making it Count" presentations, Financial Aid Nights, Technology Fair, RTI and Differentiated instruction. Counselors attend the State University System workshop for college information to give to the students. Various ACT and SAT workshops are also attended which keep counselors updated on pertinent and timely information. College readiness and at-risk graduates lists are consistently monitored by counselors and academic teams to ensure success in those subgroups. Junior class visitations can educate teachers and students

about new trends in college readiness. Guidance counselors going on the announcements to discuss scholarships can provide students with additional means of getting to college.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	72%	Yes	76%
American Indian				
Asian	87%	83%	Yes	88%
Black/African American	62%	61%	Yes	66%
Hispanic	62%	60%	No	66%
White	83%	81%	Yes	84%
English language learners	36%	22%	No	42%
Students with disabilities	46%	40%	Yes	51%
Economically disadvantaged	60%	59%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	349	24%	25%
Students scoring at or above Achievement Level 4	591	41%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	869	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	217	69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	80	66%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	32%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	32%	35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	503	65%	67%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	458	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		63%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	81%	Yes	64%
American Indian				
Asian				
Black/African American	64%	70%	Yes	68%
Hispanic	53%	75%	Yes	58%
White	67%	87%	Yes	70%
English language learners	40%	48%	Yes	46%
Students with disabilities	45%	50%	Yes	51%
Economically disadvantaged	52%	71%	Yes	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		63%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	669	80%	82%
Students in lowest 25% making learning gains (EOC)	168	68%	70%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	450	58%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	334	43%	45%
Students scoring at or above Achievement Level 4	219	28%	30%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	203	32%	34%
Students scoring at or above Achievement Level 4	329	51%	53%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	367	42%	44%
Students scoring at or above Achievement Level 4	305	35%	37%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	246	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	246	8%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		85%	90%
Students taking one or more advanced placement exams for STEM-related courses	246	60%	63%
CTE-STEM program concentrators	151		160
Students taking CTE-STEM industry certification exams	223	50%	53%
Passing rate (%) for students who take CTE-STEM industry certification exams		63%	66%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	151	61%	63%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	246	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	151	61%	63%
Passing rate (%) for students who take CTE industry certification exams		45%	50%
CTE program concentrators	151	61%	61%
CTE teachers holding appropriate industry certifications	6	100%	100%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	405	13%	11%
Students in ninth grade with one or more absences within the first 20 days	285	38%	36%
Students in ninth grade who fail two or more courses in any subject	276	25%	20%
Students with grade point average less than 2.0	276	25%	20%
Students who fail to progress on-time to tenth grade	96	10%	8%
Students who receive two or more behavior referrals	185	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	570	19%	17%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	5	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	757	92%	94%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	83	88%	90%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	209	5%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increased Parent Participation in the following:

- Open House
- SAC
- PTSA
- Guidance Parent Night

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Overall Participation for 5 STAR	1734	62%	65%

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

Goals Summary

- G1.** 100% of our AMO were met with each subgroup. Our goal is to remain at 100%.
- G2.** Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had two subgroups (Hispanic and ELL) not meet expected AMO. We will achieve this through Common Core staff development as well as DQ 3 and 4

Goals Detail

G1. 100% of our AMO were met with each subgroup. Our goal is to remain at 100%.

Targets Supported

Resources Available to Support the Goal

- Professional Development for our Mathematics Teachers through District Trainings as well as school-based PLCs.
- Support from Minority Achievement Office specifically tied to staff development and tutoring dollars

Targeted Barriers to Achieving the Goal

- We had to shift teachers around this year due to certification. New teachers to Algebra I and Geometry need training to ensure continued success with Mathematics.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had two subgroups (Hispanic and ELL) not meet expected AMO. We will achieve this through Common Core staff development as well as DQ 3 and 4

Targets Supported

Resources Available to Support the Goal

- Professional Development through PLC training and follow up with Cassie Erkens
- Regularly scheduled Marzano Design Question Training
- Regularly Scheduled PLC Meetings focusing n Reading strategies across content areas
- Close ELL monitoring and intervention through CT and Guidance
- Achieve 3000 for ELL and Reading Reading Intervention

Targeted Barriers to Achieving the Goal

- Language Barrier for new students to the United States

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II will be utilized for staff development in the area of PLC and Common Core.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals