

Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>39%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>58%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Timber Creek High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

TCHS not only learns about students' cultures, but we also celebrate them. This is seen through regularly scheduled activities and events all over school. Students know there are adults who care about and for them. The school provides an environment that welcomes and supports students socially, emotionally and academically. We have activities, initiatives, sports, clubs and academies that foster positive student connections to school. We host activities open to the community such as community football game, senior parent night, financial aid parent night, junior parent night and Valencia Dual Enrollment parent night. We empower students to be responsible for making their campus a safe and welcoming environment. The following data is from the Advanced Ed survey.

On the 2016-2017 AdvancED school survey, we received on the indicator 3.9 ("In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.") a rating of 4.06 from staff members.

On the 2016-2017 AdvancED school survey, we received on indicator 3.9 ("My school makes sure there is at least one adult who knows me well and shows interest in my education and future.") a rating of 3.34 from students.

On the 2016-2017 AdvancED school survey, we received on the indicator 3.9 ("My child has at least one adult advocate in the school.") a rating of 3.99 from parents.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

What are the core beliefs of PBS at Timber Creek? We believe that all students will succeed with the support and involvement of faculty, staff, families and community. Establishing these beliefs school-wide through positive expectations such as Wolf Etiquette assists in culturally embedding a safe and respectful environment.

What is Wolf Etiquette? Wolf Etiquette includes four clearly stated expectations that we have for students. All classroom rules should revolve around these expectations. The expectations are the following:

Think Responsibly - Be faithful to obligations, trustworthy, and reliable

Come Prepared - To possess the essentials to be successful

Have Respect - To show concern or consideration for others and yourself; Behaviors that help people feel calmer, safer, friendlier, and more cooperative

Show Self Control - The ability to think before you act

TCHS has a supervision plan that includes the use of HERO software to track tardies and dress code violations. Four security personnel has designated areas to monitor throughout the day. During class change and lunch all administrators, deans and selected support personnel have designated areas to monitor. All school sponsored events during and after hours have a supervision plan based on the anticipated attendance.

On the 2016-2017 AdvancED school survey, we received on indicator 4.3 ("Our school maintains facilities that contribute to a safe environment.") a rating of 4.40 from staff members.

On the 2016-2017 AdvancED school survey, we received on indicator 4.3 ("In my school the grounds are safe, clean, and provide a healthy place for learning.") a rating of 3.25.

On the 2016-2017 AdvancED school survey, we received on indicator 4.3 ("Our school provides a safe learning environment.") a rating of 4.20.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

What is PBS? PBS stands for Positive Behavior Support. PBS is a way of organizing or running a school with shared norms, beliefs, values and goals using agreed upon processes and procedures with consistency of adult & student practices related to behavior, academic achievement & climate.

What is the goal of PBS? The ultimate goal is to create a sense of fairness from classroom to classroom and from administrator to administrator. Practices and procedures are known and consistently used by ALL staff and students across the campus. Consequences for rule violations are consistently and ethically enforced and appropriate behavior is recognized.

On the 2016-2017 AdvancED school survey, we received a rating of 4.24 from the staff on indicator 3.11 ("In our school, a professional learning program is designed to build capacity among all professional and support staff members.").

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students know there are adults who care about and for them. The school provides an environment that welcomes and supports students socially, emotionally and academically. We have activities, initiatives, sports, clubs and academies that foster student connectedness to school. We empower students to be responsible for making their campus safe and welcoming.

We also have nine Guidance Counselors, a SAFE Coordinator, a part-time School Psychologist and a part-time Speech and Language Therapist to assist students with specific needs.

On the 2016-2017 AdvancED school survey, we received a rating of 4.48 on indicator 4.6 ("Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).") from staff.

On the 2016-2017 AdvancED school survey, we received a rating of 3.71 on indicator 4.6 ("In my school, students help each other even if they are not friends.") from students.

On the 2016-2017 AdvancED school survey, we received a rating of 4.20 on indicator 4.6 ("Our school provides excellent support services (e.g., counseling, and/or career planning).") from parents.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We have guidance-created databases that track student course work and progress in standardized test scores related to graduation on-track status.

Attendance clerks monitor excessive absences and follow TC and district procedures regarding notification of the parents, the social worker, and grade level administrator.

Administrator meetings are held regarding suspensions and student behavior interventions.

EDW is utilized to monitor suspensions and attendance.

Teachers monitor students that are in jeopardy of failing ELA or Math and differentiate instruction and provide interventions to those students.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	124	164	183	164	635
One or more suspensions	0	0	0	0	0	0	0	0	0	34	41	49	29	153
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	139	146	172	123	580
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	96	119	1	0	216
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	93	120	87	60	360

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Teacher led tutoring
- PASS
- Impact
- Saturday School Tutoring
- Saturday School Preview Classes
- ACST Meetings
- Parent Teacher Conferences
- SAFE
- School Social Worker
- Advanced Studies Coordinator

On the 2016-2017 AdvancED school survey, we received a rating of 3.97 on indicator 3.2 ("All

teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.”) and a rating of 4.14 on indicator 3.3 (“All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”) from staff members.

On the 2016-2017 AdvancED school survey, we received a rating of 3.95 on indicator 3.2 (“My school gives me multiple assessments to check my understanding of what was taught”) and a rating of 3.19 on indicator 3.3 (“All of my teachers change their teaching to meet my learning needs,”) from students.

On the 2016-2017 AdvancED school survey, we received a rating of 3.88 on indicator 3.3 (“All of my child’s teachers use a variety of teaching strategies and learning activities.”) from parents.

B. Family and Community Engagement

The school’s response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school’s mission and vision, and keep parents informed of their child’s progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Increased Parent Participation in the following:

Open House

SAC

PTSA

Guidance Parent Night

On the 2016-2017 AdvancED school survey, we received a rating of 4.27 on indicator 1.1 (“Our school’s purpose statement is formally reviewed and revised with involvement from stakeholders.”), a rating of 4.25 on indicator 2.5 (“Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.”), and a rating of 4.07 on indicator 3.8 (“Our school’s leaders provide opportunities for stakeholders to be involved in the school.”) from staff members.

On the 2016-2017 AdvancED school survey, we received a rating of 3.94 on indicator 1.1 (“In my school, the purpose and expectations are clearly explained to me and my family.”), a rating of 3.53 on indicator 2.4 (“In my school, the principal and teachers have high expectations of me.”), a rating of 3.5 on indicator 3.8 (“My school offers opportunities for my family to become involved in school activities and my learning.”), a rating of 3.48 on indicator 3.10 (“All of my teachers keep my family informed of my academic progress.”) from students.

On the 2016-2017 AdvancED school survey, we received a rating of 4.13 on indicator 1.1 (“Our school shares responsibility for student learning with its stakeholders.”), a rating of 4.13 on indicator 2.4 (“Our school communicates effectively about the school’s goals and activities.”), a rating of 4.09 on indicator 2.5 (“Our school provides opportunities for stakeholders to be involved in the school.”), a rating of 3.66 on indicator 3.8 (“All of my child’s teachers help me to understand my child’s progress.”), a rating of 3.69 on indicator 3.10 (“All of my child’s teachers keep me informed regularly of how my child is being graded.”), and a rating of 3.82 on indicator 5.5 (“My child has administrators and teachers that monitor and inform me of his/her learning progress.”) from parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

TCHS is a Gold and Silver School recipient for 2014, 2015 and 2016. In 2016, TCHS was a Five Star school. This is the process we utilize in order to build and sustain partnerships that positively impact student achievement. Below are the criteria for the Gold School Award and the Silver School Award..

GOLDEN SCHOOL AWARD

The Golden School Award is presented by the Florida Department of Education to recognize elementary, secondary and adult schools that promote parent and community involvement programs. In order to receive this award a school must satisfy the following criteria:

- An ADDitions school coordinator is designated for recruitment, placement, training, and supervision of volunteers.
- A minimum of 80 percent of the school staff participated in training related to school volunteerism.
- Accumulate a total number of volunteer hours, which equals at least twice the number of students enrolled in the school (e.g. 500 students = 1,000 volunteer hours). Any volunteer activity that contributes to student improvement, including fundraising may be counted.

SILVER SCHOOL AWARD

The Silver School Award is presented by the Florida Department of Education to recognize secondary schools whose students provide exemplary volunteer services to elementary or secondary schools. Secondary (Middle & High) students may also volunteer at their own school before or after normal school hours. Examples of activities that would count towards this award are: a peer tutoring club, assisting a teacher or the front office before or after school hours, helping younger students at another school, etc.

In order to receive this award a school must satisfy the following criteria:

- The sending school must have an ADDitions school coordinator.
- The receiving school must have an ADDitions school coordinator.
- Student volunteers and the receiving faculty must have received an orientation and training.
- The composite student volunteer hours must equal at least one half the total number of students in the sending school (e.g. 2,000 students = 1,000 volunteer hours).

FIVE STAR SCHOOL AWARD

The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star School recognition, a school must show documentation that it has achieved 100 percent of the established criteria in the following categories. Schools must also earn a grade of "C" or above, or school improvement rating of "maintaining or improving" for the year of nomination.

- Business partnerships
- Family Involvement
- Volunteerism
- Student Community Service
- School Advisory Councils

On the 2016-2017 AdvancED school survey, we received a rating of 4.25 on indicator 2.5 ("Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."), a rating of 4.06 on indicator 3.9 ("Our school's leaders provide opportunities for stakeholders to be involved in the school."), and a rating of 4.48 on indicator 4.6 ("In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.") from staff members.

On the 2016-2017 AdvancED school survey, we received a rating of 3.34 on indicator 3.9 ("My school

makes sure there is at least one adult who knows me well and shows interest in my education and future.”) and a rating of 3.71 on indicator 4.6 (“In my school, students help each other even if they are not friends,”) from students.

On the 2016-2017 AdvancED school survey, we received a rating of 4.09 on indicator 2.5, a rating of 3.99 on indicator 3.9 and a rating of 4.20 on indicator 4.6 from parents.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Paduano, Kelly	Principal
Flakes, Daphne	Assistant Principal
Seavers, Vickie	Instructional Coach
Wasko, Marc	Assistant Principal
Palermo, Nancy	Assistant Principal
Sheeran, Richard	Assistant Principal
Aliberti, Matthew	Instructional Coach
Abromavage, Dorothea	Instructional Coach
DeLeon, Yokasta	Administrative Support
Schall, Jo Lynn	Administrative Support
Petro, Tina	Instructional Coach
Sherry, Shawna	Instructional Coach
Hemann, Collen	Instructional Coach

b. Duties

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

The school-based 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 PLCs 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 leadership team is trained and to communicate goals and strategies to the staff.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership 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 data analysis, fidelity of instruction, and interventions are taking place.

The leadership team will use district assessments as well as both formative and summative teacher assessments as a data source.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kelly Koza-Mendez	Parent
Karen Hopkins	Parent
Missy Billman	Parent
Janie Nelson	Parent
Monika Georg	Education Support Employee
Darrel Garvey	Parent
Sarah Longino	Teacher
Diana Heinzman	Parent
Raina Yancey	Parent
Kelly Paduano	Principal
Maria Espino Rood	Parent
Hope Nelson	Student
Michelle Kee	Student
Gail Imbornoni	Parent
Neal Fink	Parent
Lee-Ann Fink	Parent
Tracy Fagan	Parent
Jaden Diaz	Student
Oscar Cueto	Teacher
Michelle Quinlan	Education Support Employee
Blair Peterson	Teacher
Angelita Hadley	Parent
Lisa Hamberg	Parent
Angelica Atehourtua	Teacher
Alyse Wiernik	Parent
Saryarra St. Hilaire	Parent
Laura Neumeister	Business/Community
Viviana Rodriguez Arroyo	Student
Andres Mejicanos	Student
Jen Lozano	Student
Veronica Arroyo	Student
Rene Flores	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school improvement plan (SIP) was presented to the SAC electronically and discussed throughout the year. SAC input was requested and received during the development of the plan. The SAC Chair attended orientation training for the SAC.

b. Development of this school improvement plan

This SIP was developed during and after summer training for the SIP. The draft of the SIP was presented to the SAC and input was requested from all stakeholders including faculty and staff, students, and parents.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan was prepared with the assistance of district and school staff.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

No funds received.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Abromavage, Dorothea	Instructional Coach
Franklin, Patricia	Instructional Media
Wasko, Marc	Assistant Principal
South, Terri	Teacher, K-12
Bermudez, Margarete	Teacher, K-12
Lange, Adam	Teacher, K-12
Seavers, Vickie	Instructional Media
Roth, Suzanne	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

What will be the major initiatives of the LLT this year?

- 1) K-12 Literacy Plan Presentation including the Comprehensive Reading Plan
- 2) Incorporation of reading instruction in social studies, science, and language arts.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Below are the guiding questions for all PLCs at Timber Creek HS:

- 1) Based on the standards, what do we want our students to learn for the next unit or lesson?
- 2) How will we know they have learned it? What formative/summative assessments will be used?
- 3) How will we respond if a student does not learn it (remediation)?
- 4) How will we respond if a student already knows it (enrichment)?
- 5) Last time our team met we agreed to collect data for the new lesson to be taught. What were the data results? (How many got it and how many need reteaching?) What will we do next for the students who did not get it?

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Below are strategies to recruit, develop and retain highly qualified, certified, and effective teachers.

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

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers are paired based on need and level of expertise of both mentor and mentee. Our CRT develops the plan and provides staff development as needed. They meet on a regular basis for support and for training purposes.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between the core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Across the PLCs, the problem-solving model method is used to match instructional resources to educational need.

Step 1- Define the problem: By determining the discrepancy between what is expected and what is occurring.

Step 2- Analyze the problem: By using data to determine why the discrepancy is occurring.

Step 3- Establish a student performance goal: Develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured.

Step 4- Use ongoing progress monitoring data to evaluate the effectiveness of the intervention plan. Based on the student's response to the intervention ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the 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. In addition, Saturday school has scheduled sessions conducted by teachers to assist students with specific content standards. For example, there is a set schedule for Algebra, Geometry, Biology, and US History teachers to provide mini lessons. In addition, ACT/SAT preparation courses are scheduled.

Strategy Rationale

TCHS has the highest graduation rate and highest at-risk graduation rate in the district in large part to our interventions.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hemann, Collen, collen.hemann@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Extended School Day

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 Rationale

Students that have no resources at home, are able to stay at school to complete assignments and also get assistance as needed.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Seavers, Vickie, victoria.seavers@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign in to use Media Center.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Middle School to High School Transition:

Our feeder schools (Avalon and Discovery) work collaboratively with Timber Creek High School in order to assist incoming 9th graders with transitioning to high school. This includes APC shadowing where 8th grade candidates for the program shadow current high school students to see what the schedule is like, what the expectations are, and what a typical class day encompasses. Our fine arts department and our Industry Certification programs visit middle schools to inform students about the many opportunities available for all students. Guidance Counselors visit feeder schools to provide information regarding course schedules and high school requirements.

Our College and Career Center is available to all students as we assist students to transition to High School. Students receive one on one assistance as needed with college applications, financial aid, and scholarships.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students are encouraged to choose the most rigorous program of study for them individually. We are an open enrollment school in regard to AP classes 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.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Timber Creek High School 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 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 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 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.

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 center with students to inform them of this service. Counselors and parent volunteers speak about future planning and tools available for success.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Timber Creek High School hosts college visits and college fairs. The PSAT is given to all 9th, 10th, and 11th grade students. Other efforts include 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 counselor presentations on the morning announcements highlighting scholarships provide students with additional means of getting to college.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

SAT and ACT Prep are used to increase graduation rate.

AP Potential is utilized to schedule students into rigorous courses such as AP classes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Utilize District PLC as well as school based collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital)

- G2.** Implement Naviance with the purpose of increasing the percentage of students who are college and career ready. (Division Priority: Ensure College and Career Readiness)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Utilize District PLC as well as school based collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital) 1a

G095261

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - SWD	
AMO Math - African American	
FSA ELA Achievement	73.0
Algebra I EOC Pass Rate	69.0
Geometry EOC Pass Rate	72.0
Bio I EOC Pass	82.0
U.S. History EOC Pass	80.0
Algebra II EOC Pass Rate	49.0

Targeted Barriers to Achieving the Goal 3

- We did not meet our proficiency goals across state tested subjects.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development for our Mathematics Teachers through District Trainings as well as school-based PLCs
- Support from the high school learning community and district wide PLCs specifically tied to staff development and tutoring dollars

Plan to Monitor Progress Toward G1. 8

Grades and Assessment Data

Person Responsible

Marc Wasko

Schedule

Quarterly, from 9/15/2017 to 5/15/2018

Evidence of Completion

Grades and Assessment Data

G2. Implement Naviance with the purpose of increasing the percentage of students who are college and career ready. (Division Priority: Ensure College and Career Readiness) 1a

G095262

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
FSA ELA Achievement	73.0
Algebra I EOC Pass Rate	69.0
Algebra II EOC Pass Rate	49.0
Geometry EOC Pass Rate	72.0
Bio I EOC Pass	82.0
U.S. History EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- Younger students do not have a four year plan for career and college readiness.
- Students needed additional support for AP courses

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development through PLC training
- Naviance

Plan to Monitor Progress Toward G2. 8

Review four year plans of students

Person Responsible

Collen Hemann

Schedule

On 5/15/2018

Evidence of Completion

Number of completed four year plans

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Utilize District PLC as well as school based collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital) **1**

 G095261

G1.B1 We did not meet our proficiency goals across state tested subjects. **2**

 B256417

G1.B1.S1 Staff Development and PLC Work **4**

 S271160

Strategy Rationale

We have seen steady increases based on previous PD.

Action Step 1 **5**

Implement staff development to support school wide PLC.

Person Responsible

Kelly Paduano

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Assessment Data and Grades

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Grades and Assessment Data

Person Responsible

Richard Sheeran

Schedule

Quarterly, from 10/18/2016 to 5/19/2017

Evidence of Completion

Grades and Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Grades and Assessment Data

Person Responsible

Marc Wasko

Schedule

Quarterly, from 11/17/2016 to 5/15/2017

Evidence of Completion

Grades and Assessment Data

G1.B1.S2 Consistent data review for the purpose of increasing additional learning opportunities to meet individual and small group needs of identified standards. 4

S271161

Strategy Rationale

Now that we have achieved consistent standards across teachers within the same course we need to determine student understanding in order to modify groups for additional learning.

Action Step 1 5

Identified purpose of data, conducted data analysis, and guided teachers to sources of data in collaborative teams. The collaborative teams determined how often formative assessments would be analyzed.

Person Responsible

Vickie Seavers

Schedule

On 8/4/2017

Evidence of Completion

Teachers had to give a summary of their current student needs and proposed a plan of action.

Action Step 2 5

Each collaborative group has a calendar of meetings and dates for data analysis.

Person Responsible

Nancy Palermo

Schedule

Biweekly, from 8/7/2017 to 5/11/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observations of meetings and review of PLC minutes

Person Responsible

Kelly Paduano

Schedule

Biweekly, from 8/7/2017 to 5/11/2018

Evidence of Completion

Formative assessment data as provided by each collaborative group

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Observations of meetings and review of PLC minutes

Person Responsible

Kelly Paduano

Schedule

Biweekly, from 8/7/2017 to 5/11/2018

Evidence of Completion

Formative assessment data as provided by each collaborative group

G1.B1.S3 Participate in the District- PLC for Super 6 (FSA 9, FSA 10, Algebra, Geometry, Biology, and US History). 4

 S271162

Strategy Rationale

The district led DPLC will focus on ensuring that lead teachers are trained to assist others with district priorities and methods.

Action Step 1 5

District PLC member selection

Person Responsible

Kelly Paduano

Schedule

On 8/11/2017

Evidence of Completion

Principal submitted membership to the District PLC

Action Step 2 5

District PLC September training

Person Responsible

Vickie Seavers

Schedule

On 9/15/2017

Evidence of Completion

District assigned activities and artifacts.

Action Step 3 5

District PLC October training

Person Responsible

Vickie Seavers

Schedule

On 10/26/2017

Evidence of Completion

District assigned activities and artifacts.

Action Step 4 5

District PLC December Guided Visit

Person Responsible

Vickie Seavers

Schedule

On 12/8/2017

Evidence of Completion

District assigned activities and artifacts

Action Step 5 5

District PLC January training

Person Responsible

Vickie Seavers

Schedule

On 1/26/2018

Evidence of Completion

District assigned activities and artifacts

Action Step 6 5

District PLC March training

Person Responsible

Vickie Seavers

Schedule

On 3/22/2018

Evidence of Completion

District assigned activities and artifacts.

G1.B1.S4 Participate in district Math and Science collaborative group training. 4

S271163

Strategy Rationale

The district led Math and Science training will focus on digital resource implementation in classrooms.

Action Step 1 5

Principal selected members for the District Math and Science collaborative group.

Person Responsible

Kelly Paduano

Schedule

On 8/1/2017

Evidence of Completion

Submitted members' names to district office.

Action Step 2 5

District Math and Science collaborative group meetings.

Person Responsible

Vickie Seavers

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

District assigned activities and artifacts

G1.B1.S5 Implement content specific workshops on Saturdays for students to improve proficiency. 4

S271164

Strategy Rationale

Creating extended learning opportunities for targeted students.

Action Step 1 5

Coordinate content specific workshops for students.

Person Responsible

Collen Hemann

Schedule

Monthly, from 9/5/2017 to 4/1/2018

Evidence of Completion

Schedule of content specific workshops

Action Step 2 5

Implement content specific workshops for students.

Person Responsible

Collen Hemann


Schedule

Monthly, from 9/5/2017 to 4/1/2018


Evidence of Completion

Student rosters and grades

G2. Implement Naviance with the purpose of increasing the percentage of students who are college and career ready. (Division Priority: Ensure College and Career Readiness) **1**

 G095262

G2.B1 Younger students do not have a four year plan for career and college readiness. **2**

 B256420

G2.B1.S1 Students identify through Naviance areas of strength in relationship to careers and colleges.

4

 S271166

Strategy Rationale

Students can choose the results of careers and colleges to begin developing their plan for after high school.

Action Step 1 **5**

Naviance

Person Responsible

Collen Hemann

Schedule

Every 2 Months, from 9/5/2017 to 5/15/2018

Evidence of Completion

Student participation reports and completion of activities within Naviance

Action Step 2 **5**

Naviance Staff development for faculty

Person Responsible

Collen Hemann

Schedule

Quarterly, from 9/5/2017 to 5/15/2018

Evidence of Completion

Faculty sign in sheets and completed activities.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observing the Naviance sessions

Person Responsible

Kelly Paduano

Schedule

Every 2 Months, from 9/5/2017 to 5/15/2018

Evidence of Completion

Observation rubric

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student use of Naviance

Person Responsible

Collen Hemann

Schedule

On 5/15/2018

Evidence of Completion

Student participation reports and completion

G2.B2 Students needed additional support for AP courses **2**

 B256421

G2.B2.S1 AP tutoring and student workshops. **4**

 S271168

Strategy Rationale

Student needs additional instructional support for AP courses.

Action Step 1 **5**

Coordinate AP tutoring and topic sessions.

Person Responsible

Dorothea Abromavage

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Schedule of tutoring or topic sessions.

Action Step 2 **5**

Conduct AP tutoring or topic sessions.

Person Responsible

Dorothea Abromavage

Schedule

Monthly, from 9/5/2017 to 4/30/2018

Evidence of Completion

Student rosters and student artifacts.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.MA1 M388458	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M388451	Grades and Assessment Data	Wasko, Marc	11/17/2016	Grades and Assessment Data	5/15/2017 quarterly
G1.B1.S1.MA1 M388452	Grades and Assessment Data	Sheeran, Richard	10/18/2016	Grades and Assessment Data	5/19/2017 quarterly
G1.B1.S4.A1 A363436	Principal selected members for the District Math and Science collaborative group.	Paduano, Kelly	8/1/2017	Submitted members' names to district office.	8/1/2017 one-time
G1.B1.S2.A1 A363428	Identified purpose of data, conducted data analysis, and guided teachers to sources of data in...	Seavers, Vickie	8/2/2017	Teachers had to give a summary of their current student needs and proposed a plan of action.	8/4/2017 one-time
G1.B1.S3.A1 A363430	District PLC member selection	Paduano, Kelly	8/7/2017	Principal submitted membership to the District PLC	8/11/2017 one-time
G1.B1.S3.A2 A363431	District PLC September training	Seavers, Vickie	9/11/2017	District assigned activities and artifacts.	9/15/2017 one-time
G1.B1.S3.A3 A363432	District PLC October training	Seavers, Vickie	10/23/2017	District assigned activities and artifacts.	10/26/2017 one-time
G1.B1.S3.A4 A363433	District PLC December Guided Visit	Seavers, Vickie	12/4/2017	District assigned activities and artifacts	12/8/2017 one-time
G1.B1.S3.A5 A363434	District PLC January training	Seavers, Vickie	1/22/2018	District assigned activities and artifacts	1/26/2018 one-time
G1.B1.S3.A6 A363435	District PLC March training	Seavers, Vickie	3/5/2018	District assigned activities and artifacts.	3/22/2018 one-time
G1.B1.S5.A1 A363438	Coordinate content specific workshops for students.	Hemann, Collen	9/5/2017	Schedule of content specific workshops	4/1/2018 monthly
G1.B1.S5.A2 A363439	Implement content specific workshops for students.	Hemann, Collen	9/5/2017	Student rosters and grades	4/1/2018 monthly
G2.B2.S1.A2 A363443	Conduct AP tutoring or topic sessions.	Abromavage, Dorothea	9/5/2017	Student rosters and student artifacts.	4/30/2018 monthly
G1.B1.S2.MA1 M388453	Observations of meetings and review of PLC minutes	Paduano, Kelly	8/7/2017	Formative assessment data as provided by each collaborative group	5/11/2018 biweekly
G1.B1.S2.MA1 M388454	Observations of meetings and review of PLC minutes	Paduano, Kelly	8/7/2017	Formative assessment data as provided by each collaborative group	5/11/2018 biweekly
G1.B1.S2.A2 A363429	Each collaborative group has a calendar of meetings and dates for data analysis.	Palermo, Nancy	8/7/2017	PLC minutes	5/11/2018 biweekly
G1.MA1 M388455	Grades and Assessment Data	Wasko, Marc	9/15/2017	Grades and Assessment Data	5/15/2018 quarterly
G2.MA1 M388459	Review four year plans of students	Hemann, Collen	9/5/2017	Number of completed four year plans	5/15/2018 one-time
G2.B1.S1.MA1 M388456	Student use of Naviance	Hemann, Collen	9/5/2017	Student participation reports and completion	5/15/2018 one-time
G2.B1.S1.MA1 M388457	Observing the Naviance sessions	Paduano, Kelly	9/5/2017	Observation rubric	5/15/2018 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A363440	Naviance	Hemann, Collen	9/5/2017	Student participation reports and completion of activities within Naviance	5/15/2018 every-2-months
G2.B1.S1.A2 A363441	Naviance Staff development for faculty	Hemann, Collen	9/5/2017	Faculty sign in sheets and completed activities.	5/15/2018 quarterly
G1.B1.S1.A1 A363427	Implement staff development to support school wide PLC.	Paduano, Kelly	8/1/2017	Assessment Data and Grades	5/31/2018 weekly
G2.B2.S1.A1 A363442	Coordinate AP tutoring and topic sessions.	Abromavage, Dorothea	8/1/2017	Schedule of tutoring or topic sessions.	5/31/2018 monthly
G1.B1.S4.A2 A363437	District Math and Science collaborative group meetings.	Seavers, Vickie	9/5/2017	District assigned activities and artifacts	5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. Utilize District PLC as well as school based collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital)

G1.B1 We did not meet our proficiency goals across state tested subjects.

G1.B1.S1 Staff Development and PLC Work

PD Opportunity 1

Implement staff development to support school wide PLC.

Facilitator

Vickie Seavers

Participants

All

Schedule

Weekly, from 8/1/2017 to 5/31/2018

G1.B1.S2 Consistent data review for the purpose of increasing additional learning opportunities to meet individual and small group needs of identified standards.

PD Opportunity 1

Identified purpose of data, conducted data analysis, and guided teachers to sources of data in collaborative teams. The collaborative teams determined how often formative assessments would be analyzed.

Facilitator

Vickie Seavers

Participants

Select TCHS faculty

Schedule

On 8/4/2017

G2. Implement Naviance with the purpose of increasing the percentage of students who are college and career ready. (Division Priority: Ensure College and Career Readiness)

G2.B1 Younger students do not have a four year plan for career and college readiness.

G2.B1.S1 Students identify through Naviance areas of strength in relationship to careers and colleges.

PD Opportunity 1

Naviance Staff development for faculty

Facilitator

Ms. Hemann

Participants

faculty

Schedule

Quarterly, from 9/5/2017 to 5/15/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Utilize District PLC as well as school based collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital)

G1.B1 We did not meet our proficiency goals across state tested subjects.

G1.B1.S5 Implement content specific workshops on Saturdays for students to improve proficiency.

TA Opportunity 1

Implement content specific workshops for students.

Facilitator

Various faculty from Super 6 content areas

Participants

Targeted students

Schedule

Monthly, from 9/5/2017 to 4/1/2018

G2. Implement Naviance with the purpose of increasing the percentage of students who are college and career ready. (Division Priority: Ensure College and Career Readiness)

G2.B2 Students needed additional support for AP courses

G2.B2.S1 AP tutoring and student workshops.

TA Opportunity 1

Coordinate AP tutoring and topic sessions.

Facilitator

Faculty

Participants

AP Students

Schedule

Monthly, from 8/1/2017 to 5/31/2018

VII. Budget

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Timber Creek High

1	G1.B1.S1.A1	Implement staff development to support school wide PLC.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High	Other		\$0.00
<i>Notes: High School Learning Saturday School</i>						
2	G1.B1.S2.A1	Identified purpose of data, conducted data analysis, and guided teachers to sources of data in collaborative teams. The collaborative teams determined how often formative assessments would be analyzed.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High	General Fund		\$1,000.00
			1631 - Timber Creek High	General Fund		\$1,000.00
3	G1.B1.S2.A2	Each collaborative group has a calendar of meetings and dates for data analysis.				\$0.00
4	G1.B1.S3.A1	District PLC member selection				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High			\$0.00
5	G1.B1.S3.A2	District PLC September training				\$1,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High	Other		\$1,375.00
6	G1.B1.S3.A3	District PLC October training				\$1,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High			\$1,375.00
7	G1.B1.S3.A4	District PLC December Guided Visit				\$1,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High			\$1,375.00
8	G1.B1.S3.A5	District PLC January training				\$1,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High			\$1,375.00
9	G1.B1.S3.A6	District PLC March training				\$1,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High			\$1,375.00
10	G1.B1.S4.A1	Principal selected members for the District Math and Science collaborative group.				\$0.00

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Timber Creek High

11	G1.B1.S4.A2	District Math and Science collaborative group meetings.				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High			\$5,500.00
12	G1.B1.S5.A1	Coordinate content specific workshops for students.				\$0.00
13	G1.B1.S5.A2	Implement content specific workshops for students.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High	Other		\$20,000.00
			<i>Notes: High School Learning Community</i>			
14	G2.B1.S1.A1	Naviance				\$0.00
15	G2.B1.S1.A2	Naviance Staff development for faculty				\$0.00
16	G2.B2.S1.A1	Coordinate AP tutoring and topic sessions.				\$0.00
17	G2.B2.S1.A2	Conduct AP tutoring or topic sessions.				\$8,105.45
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1631 - Timber Creek High	General Fund		\$8,105.45
					Total:	\$42,480.45