

Orange County Public Schools

# Timber Creek High



2019-20 Schoolwide Improvement Plan

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# Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

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

## Demographics

**Principal: Kelly Paduano**

Start Date for this Principal: 6/15/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (67%) 2016-17: B (58%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>34%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>59%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	A	B	A

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## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

To be the top producer of successful students in the nation.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Paduano, Kelly	Principal	
Flakes, Daphne	Assistant Principal	
Seavers, Vickie	Instructional Coach	
Wasko, Marc	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	
Boettner, Jeff	Assistant Principal	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	834	836	889	799	3358
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	139	149	185	184	657
One or more suspensions	0	0	0	0	0	0	0	0	0	0	65	32	43	34	174
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	131	147	103	123	504
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	132	148	86	10	376

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	100	105	93	76	374

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	4	1	9

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

173

**Date this data was collected or last updated**

Thursday 7/25/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	174	200	229	724
One or more suspensions	0	0	0	0	0	0	0	0	0	38	39	46	35	158
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	136	152	135	165	588
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	164	123	9	5	301
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	99	111	85	96	391

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	174	200	229	724
One or more suspensions	0	0	0	0	0	0	0	0	0	38	39	46	35	158
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	136	152	135	165	588
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	164	123	9	5	301
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	99	111	85	96	391

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	55%	56%	69%	51%	53%
ELA Learning Gains	61%	53%	51%	52%	46%	49%
ELA Lowest 25th Percentile	50%	40%	42%	32%	34%	41%
Math Achievement	58%	43%	51%	53%	34%	49%
Math Learning Gains	52%	49%	48%	42%	33%	44%
Math Lowest 25th Percentile	46%	46%	45%	31%	33%	39%
Science Achievement	86%	70%	68%	77%	64%	65%
Social Studies Achievement	81%	73%	73%	75%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	834 (0)	836 (0)	889 (0)	799 (0)	3358 (0)
Attendance below 90 percent	139 (121)	149 (174)	185 (200)	184 (229)	657 (724)
One or more suspensions	65 (38)	32 (39)	43 (46)	34 (35)	174 (158)
Course failure in ELA or Math	131 (136)	147 (152)	103 (135)	123 (165)	504 (588)
Level 1 on statewide assessment	132 (164)	148 (123)	86 (9)	10 (5)	376 (301)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	75%	52%	23%	55%	20%
	2018	74%	50%	24%	53%	21%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	69%	50%	19%	53%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	69%	49%	20%	53%	16%
Same Grade Comparison		0%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	67%	18%	67%	18%
2018	85%	62%	23%	65%	20%
Compare		0%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	69%	11%	70%	10%
2018	76%	65%	11%	68%	8%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	63%	-19%	61%	-17%
2018	47%	61%	-14%	62%	-15%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	53%	9%	57%	5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	65%	8%	56%	17%
Compare		-11%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	40	31	28	54	55	48	55		95	29
ELL	43	57	53	45	51	46	67	56		98	54
ASN	88	67	54	76	42		96	91		98	82
BLK	65	59	50	40	43	33	73	63		98	43
HSP	66	57	50	55	54	49	81	74		98	62
MUL	78	61	50	71	68		94	95		100	67
WHT	80	64	49	65	51	47	90	90		100	72
FRL	58	57	52	48	53	48	75	65		98	58
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	48	46	33	22	19	50	44		89	19
ELL	27	50	46	47	43	31	70	56		94	56
ASN	88	74		82	71		96	83		100	82
BLK	61	54	34	62	44	35	78	73		99	48
HSP	64	59	47	59	45	35	83	69		97	53
MUL	72	65	58	71	52		94	88		100	60
WHT	83	71	58	75	55	52	91	83		98	68
FRL	59	56	44	56	45	40	81	64		96	50
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	26	19	19	29	24	42	47		90	23
ELL	29	32	24	31	36	29	37	42		97	33
ASN	86	72		76	61	40	92	82		95	63
BLK	60	47	29	40	35	29	73	64		98	43
HSP	56	44	29	42	36	31	65	67		97	48
MUL	78	61		58	45	27	85	70		95	48
WHT	77	57	40	63	48	32	85	85		99	60
FRL	54	43	28	40	35	36	62	68		95	39

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	731
Total Components for the Federal Index	11
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	76

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

The area of lowest performance was the lowest 25th percentile for math. Timber Creek High School, however, made 6% gains in this area as we went from 40% of our math students in the lowest 25th percentile making gains in 2018 to 46% of our students making gains in 2019. The analysis of this component shows that all the subgroups did make gains except for black students and white students. A 2% decrease occurred for black students in the lowest 25th percent for math while a 5% decrease occurred for white students. Hispanic students, students with disabilities, and English language learners made significant increases of 14%, 36%, and 15% respectively. The strategies that were incorporated in the mathematics classrooms appear to be positively affecting overall student performance for the lowest 25th percentile, and for most subgroups in this section. The team is unable to determine a specific contributing factor due to the overall success. Individual student needs and the lack of foundational math skills may have contributed to the decrease in performance. Some

struggling students were in liberal arts mathematics classes between the year they took algebra and the year they took geometry. Of the 137 students who fell in this category, 95 of them scored a level 1 or level 2 on the geometry end-of-course (EOC) exam. The subgroups that experienced decreases will continue to be monitored throughout the school year to determine whether or not black and white students in the lowest 25% are making progress.

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

Math achievement is the data component that showed the greatest decline with a 9% decrease in students scoring a level 3 or above on the algebra or geometry end-of-course exam. In 2018, 67% of students passed the algebra or geometry exam while 58% of students passed in 2019. A decrease of 3% occurred on the algebra EOC, and a decrease of 11% occurred on the geometry exam. None of the subgroups increased in math achievement with black students and white students having the greatest declines. The data shows that white students experienced a 10% decrease in math achievement while black students experienced a 22% decrease. A contributing factor to the decrease in math student achievement may have been advanced placement testing occurring during the same time frame as the end-of-course exams. The changes in daily bell schedules, as well as preparation for multiple tests, may have affected student achievement. Another contributing factor may be that students in these subgroups had greater Multi-Tiered System of Support (MTSS) interventions in English language arts than in algebra or geometry. Algebra 1 and Geometry Professional Learning Communities (PLCs) will meet to review prior year data to determine, as best as possible, the root cause for the drop in both areas, specifically the decrease in achievement level overall and within subgroups. Teachers will develop a plan for monitoring the student progress and achievement of students in each subgroup. The plan that is developed will be fluid, dictated by the data and needs of the students.

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

Timber Creek High School scored higher than the state in the eight tested areas that contribute to the school grade. The scores ranged from 1% higher (math lowest 25th percentile) to 18% higher (science achievement). English Language Arts achievement was the second highest gap with Timber Creek students performing 17% higher than the state. The English language arts, science and social studies school grade components had greater positive gaps than the math components. A contributing factor to the success may have been the schoolwide focus on reading strategies in all subject areas. Another contributing factor may have been utilizing support personnel to provide instruction in small groups for students who were projected to be between a level 2 and 3 on the state tests.

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

The most improvement occurred in the area of the lowest 25th percentile making gains for math. The percentage of students making gains in this area improved from 40% to 46%. In order to increase student achievement, professional learning communities for algebra and geometry met on a regular basis in order to collaborate on curriculum and analyze student data. Instructional decisions were made based on formative and summative assessments. Algebra and geometry teachers also taught reading strategies that students could utilize to increase comprehension of mathematics word problems. Instructional personnel were also strategically placed in algebra and geometry to provide support for students in the lowest 25th percentile.

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

An analysis of the Early Warning System data identified attendance below 90% as an area of concern. Approximately twenty percent of Timber Creek High students exhibit an attendance indicator. The attendance problem appears to be almost evenly distributed across the grade levels. According to the data, 17% of the ninth graders, 18% of the tenth graders, 21% of the eleventh graders, and 23% of the twelfth graders have attendance issues.

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

1. Increase English language arts, math, science, and social studies achievement
2. Decrease the number of students with attendance below 90 percent
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Increase student achievement in ELA and math (Narrow the Achievement Gap)
<b>Rationale</b>	Math achievement had decreased 9% while learning gains for English language arts had decreased 4%. These were the top two areas where there was a decline. Math achievement was an area where all the subgroups failed to make gains, especially white and black students. English language arts data showed a decrease in the number of students scoring a level 3 or above, as well as making learning gains, including the lowest 25th percentile.
<b>State the measureable outcome the school plans to achieve</b>	By June 2020, Timber Creek High School will increase English language arts achievement and math achievement for all subgroups by 3% as measured by the Florida Standards Assessments.
<b>Person responsible for monitoring outcome</b>	Richard Sheeran (richard.sheeran@ocps.net)
<b>Evidence-based Strategy</b>	Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.  In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content. The decrease in achievement data provided in the school improvement plan analysis shows the need for finding a way to help students process new content. Close reading strategies, as well as writing, will help students interact with the content in order to increase student achievement. Tutorial support will continue in in the classroom for English language arts, algebra 1 and geometry. This support will start as early as the first marking period. Teachers will use classroom, PMA and state data to identify students for this service.
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers of state tested subjects will be provided an additional period of plan. This additional period of plan will allow for teachers to complete peer observations and to provide pull-out services for identified students. Preparation Camps will continue to be offered, when possible, as additional support for all students, but specifically targeting our underperforming students.</li> <li>2. Monthly meetings of the PLC members from the Culturally Responsive Initiative will help to identify students who need additional support.</li> <li>3. Members of the school professional learning community will collaborate to design intense reading instruction for small groups.</li> <li>4. Additional support, through the use of ESE facilitators, will be provided in classes where there are large numbers of ESE students needing support. ELL support will continue to be provided in algebra 1 classes for ELL identified students.</li> <li>5. Through MTSS, we will began providing additional support for the black and white subgroups.</li> </ol>
<b>Person Responsible</b>	Kelly Paduano (kelly.paduano@ocps.net)



<b>#2</b>	
<b>Title</b>	Student Attendance (Ensure College and Career Readiness)
<b>Rationale</b>	Approximately 20% of students have been identified for attendance below 90 percent. In order to improve academic achievement, students need to be in the classroom and actively engaged in their learning.
<b>State the measureable outcome the school plans to achieve</b>	By June 2020, the percentage of students with an attendance early warning indicator will decrease by 2%.
<b>Person responsible for monitoring outcome</b>	Kelly Paduano (kelly.paduano@ocps.net)
<b>Evidence-based Strategy</b>	Students make additions and deletions to revise previous knowledge and thinking processes in order to deepen understanding.
<b>Rationale for Evidence-based Strategy</b>	Students' revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base. Counseling with the deans and other support staff will assist students in problem solving attendance issues.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Problem solving strategies identified in the Culturally Response School Plan will be imbedded during the discipline process.</li> <li>2. Hero passes will continue to be enforced with an extension made to include positive reinforcement options.</li> <li>3. Information regarding the importance of attendance as well as resources will be shared with parents each semester</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Richard Sheeran (richard.sheeran@ocps.net)

**Additional Schoolwide Improvement Priorities (optional)**

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

Timber Creek High School will focus on continuing to improve student achievement in social studies and science as measured by the state end-of-course exams. The strategies that are being incorporated into increasing achievement in English language arts and math are also ones that will be utilized in social studies and science. All areas will continue to focus on reading and writing within the content areas.

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Timber Creek High is not a Title 1 school.

**PFEP Link**

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

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

Timber Creek High is not a Title 1 school.

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

Timber Creek High is not a Title 1 school.

**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.**

Timber Creek High is not a Title 1 school.

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

Timber Creek High is not a Title 1 school.

Part V: Budget			
1	III.A.	Areas of Focus: Increase student achievement in ELA and math (Narrow the Achievement Gap)	\$0.00
2	III.A.	Areas of Focus: Student Attendance (Ensure College and Career Readiness)	\$0.00
<b>Total:</b>			<b>\$0.00</b>