

Orange County Public Schools

# Timber Creek High



2016-17 Schoolwide Improvement Plan

# Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">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>32%</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>56%</p>

## School Grades History

	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Year</b>				
<b>Grade</b>	A	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.

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 monitoring status of "Former F" (see page 4). 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 Florida Department of Education'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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

### 2016-17 DA Category and Statuses for Timber Creek High

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - 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 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 2015-2016 AdvancED school survey, we received a rating of 3.96 on indicator 3.9 from staff members. Specifically, out of 139 staff members surveyed, 73.38% of them agreed with the statement, "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."

On the 2015-2016 AdvancED school survey, we received a rating of 3.31 on indicator 3.9 from students. Specifically, out of 1,340 students surveyed, 51.5% of them agreed with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."

On the 2015-2016 AdvancED school survey, we received a rating of 3.72 on indicator 3.9 from parents. Specifically, out of 1,291 parents surveyed, 62.41% of them agreed with the statement, "My child has at least one adult advocate in the school."

##### 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

On the 2015-2016 AdvancED school survey, we received a rating of 4.2 on indicator 4.3 from staff members. Specifically, out of 134 staff members surveyed, 89.55% of them agreed with the statement, "Our school maintains facilities that contribute to a safe environment."

On the 2015-2016 AdvancED school survey, we received a rating of 3.16 on indicator 4.3 from students. Specifically, out of 1332 students surveyed:

- 68.31% of them agreed with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."

- 60.21% of them agreed with the statement, "In my school, students respect the property of others,"

On the 2015-2016 AdvancED school survey, we received a rating of 3.8 on indicator 4.3 from parents. Specifically, out of 1276 parents surveyed, 65.08% of them agreed with the statement, "Our school provides a safe learning environment."

**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 2015-2016 AdvancED school survey, we received a rating of 4.16 from the staff on indicator 3.11. Specifically, out of the 139 staff members surveyed:

79.13% of them agreed with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff member."

82.01% of them agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."

**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 2015-2016 AdvancED school survey, we received a rating of 4.37 on indicator 4.6 from the staff. Specifically, out of 134 staff members surveyed, 89.55% of them agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."

On the 2015-2016 AdvancED school survey, we received a rating of 3.57 on indicator 4.6 from students. Specifically, out of 1,332 students surveyed, 27.18% of them agreed with the statement, "In

my school, students help each other even if they are not friends,” while 34.38% were neutral and 16.14% disagreed.

On the 2015-2016 AdvancED school survey, we received a rating of 3.91 on indicator 4.6 from parents. Specifically, out of the 1,277 parents surveyed, 69.22% of them agreed with the statement, “Our school provides excellent support services (e.g., counseling, and/or career planning).”

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### 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	78	116	122	104	420
One or more suspensions	0	0	0	0	0	0	0	0	0	45	52	92	86	275
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	19	42	28	11	100
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	82	82	0	0	164
	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	35	55	43	33	166

#### 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  
 ACST Meetings



Parent Teacher Conferences  
SAFE  
School Social Worker  
Advanced Studies Coordinator

On the 2015-2016 AdvancED school survey, we received a rating of 4.05 on indicator 3.2 and a rating of 4.06 on indicator 3.3 from staff members. Specifically, out of 139 staff members surveyed: 78.41% of them agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice."

78.41% of them agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."

On the 2015-2016 AdvancED school survey, we received a rating of 3.81 on indicator 3.2 and a rating of 3.15 on indicator 3.3 from students. Specifically, out of 1,340 students surveyed:

74.18% of them agreed with the statement, "My school gives me multiple assessments to check my understanding of what was taught".

33.58% of them agreed with the statement, "All of my teachers change their teaching to meet my learning needs," while 34.25% were neutral.

On the 2015-2016 AdvancED school survey, we received a rating of 3.51 on indicator 3.3 from parents. Specifically, out of 1, 282 parents surveyed:

60.53% of them agreed with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."

48.87% of them agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction," while 27.12% were neutral and 23.7% disagreed.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### 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.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

##### 1. PIP 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 2015-2016 AdvancED school survey, we received a rating of 4.33 on indicator 1.1, a rating of 4.09 on indicator 2.5, and a rating of 4 on indicator 3.8 from staff members. Specifically, out of 144 staff members surveyed:

80.55% of them agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

77.62% of them agreed with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."

83.22% agreed with the statement, "Our school's leaders provide opportunities for stakeholders to be

involved in the school.”

Out of 139 staff members surveyed, 74.82% agreed with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”

On the 2015-2016 AdvancED school survey, we received a rating of 3.8 on indicator 1.1, a rating of 3.41 on indicator 2.4, a rating of 3.4 on indicator 3.8, a rating of 3.44 on indicator 3.10 and a rating of 3.25 on indicator 5.5 from students. Specifically, out of 1, 373 students surveyed:

66.42% of them agreed with the statement, “In my school, the purpose and expectations are clearly explained to me and my family.”

69.49% of them agreed with the statement, “In my school, the principal and teachers have high expectations of me.”

Out of 1340 students surveyed:

51.64% of them agreed with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”

51.27% of them agreed with the statement, “All of my teachers keep my family informed of my academic progress.”

Out of the 1330 students surveyed, 40.76% of them agreed with the statement, “My school considers students opinions when planning ways to improve the school,” while 32.33% were neutral and 23.76% disagreed.

On the 2015-2016 AdvancED school survey, we received a rating of 3.74 on indicator 1.1, a rating of 3.8 on indicator 2.4, a rating of 3.7 on indicator 2.5, a rating of 3.44 on indicator 3.8, a rating of 3.5 on indicator 3.10 and a rating of 3.58 on indicator 5.5 from parents. Specifically, out of the 1,270 parents surveyed:

57.72% of them agreed with the statement, “Our school shares responsibility for student learning with its stakeholders.”

64.83% of them agreed with the statement, “Our school communicates effectively about the school’s goals and activities.”

57.86% of them also agreed with the statement, “Our school provides opportunities for stakeholders to be involved in the school”.

Out of 1,283 parents surveyed:

52.22% agreed with the statement, “All of my child’s teachers help me to understand my child’s progress.”

47.62% agreed with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded,” while 27.94% were neutral and 24.28% disagreed.

Out of 1,267 students surveyed, 55.65% of them agreed with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.”

## **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 and 2015. 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).

On the 2015-2016 AdvancED school survey, we received a rating of 4.09 on indicator 2.5, a rating of 3.96 on indicator 3.9, and a rating of 4.37 on indicator 4.6 from staff members. Specifically, out of the 143 staff members surveyed:

77.62% of them agreed with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."

83.22% of them agreed with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school."

Out of 139 staff members who completed the survey:

73.38% of them agreed with the statement, "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."

89.55% of them agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational and career planning)."

On the 2015-2016 AdvancED school survey, we received a rating of 3.31 on indicator 3.9 and a rating of 3.57 on indicator 4.6 from students. Specifically, out of 1,340 students surveyed, 51.50% of them agreed with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future." Additionally, out of 1,332 of the students surveyed:

36.04% of them agreed with the statement, "In my school, students help each other even if they are not friends," while 34.38% were neutral and 27.25% disagreed.

74.18% of them agreed with the statement, "In my school, I can participate in activities that interest me."

75.07% of them agreed with the statement, "In my school, I have access to counseling, career planning and other programs to help me in school."

On the 2015-2016 AdvancED school survey, we received a rating of 3.7 on indicator 2.5, a rating of 3.72 on indicator 3.9 and a rating of 3.91 on indicator 4.6 from parents. Specifically, out of the 1,272 parents surveyed, 57.86% of them agreed with the statement, "Our school provides opportunities for stakeholders to be involved in the school."

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### 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
Boettner, Jeff	Assistant Principal
Wasko, Marc	Assistant Principal
Palermo, Nancy	Assistant Principal
Sheeran, Richard	Guidance Counselor
Lynxwiler, Nancy	Dean
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 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 MTSS Lead 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.

On the 2015-2016 AdvancED school survey, we received a rating of 4.23 on indicator 1.2, and a rating of 4.21 on indicator 2.4 from staff members. Specifically, out of 144 staff members surveyed, 83.34% agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making" and 85.31% of them agreed with the statement, "Our school's leaders support an innovative and collaborative culture."

On the 2015-2016 AdvancED school survey, we received a rating of 3.48 on indicator 1.2 and a rating of 3.41 on indicator 2.4 from students. Specifically, out of 1, 373 students surveyed:

73.49% of them agreed with the statement, "In my school, a high quality education is offered."

39.26% of them agreed with the statement, "In my school, all students are treated with respect," while 34.09% were neutral and 25.27% disagreed.

33.36% of them agreed with the statement, "In my school, students treat adults with respect," while 41.46% were neutral and 23.43% disagreed.

64.49% of them agreed with the statement, "In my school, the principal and teachers have high expectations of me."

On the 2015-2016 AdvancED school survey, we received a rating of 3.8 on indicator 2.4 from parents. Specifically, out of 1,270 parents surveyed, 57.72% agreed with the statement, "Our school shares responsibility for student learning with its stakeholders."

**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 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 as well as both formative and summative teacher assessments as a data source.

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

On the 2015-2016 AdvancED school survey, we received a rating of 4.23 on indicator 1.2, a rating of 4.39 on indicator 1.3, a rating of 4.21 on indicator 2.4, a rating of 4.06 on indicator 3.3, a rating of 4.11 on indicator 3.12, a rating of 4.37 on indicator 4.1, a rating of 4.08 on indicator 4.2, a rating of 4.29 on indicator 4.3, a rating of 4.18 on indicator 4.4, a rating of 4.09 on indicator 4.5 and a rating of 4.37 on indicator 4.6 from staff members. Specifically, out of the 144 staff members surveyed, 90.97% of them agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions and measures for growth" and 84.61% of them agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards." Additionally, out of the 134 staff members surveyed:

92.54% of them agreed with the statement, "Our school provides qualified staff members to support student learning."

86.57% of them agreed with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."

83.58% of them agreed with the statement, "Our school provides sufficient material resources to meet student needs."

82.84% of them agreed with the statement, "Our school provides protected instructional time."

88.06% of them agreed with the statement, "Our school provides a variety of information resources to support student learning."

86.57% of them agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."

83.58% of them agreed with the statement, "Our school provides a plan for the acquisition and support of technology to support the school's operational needs."

91.05% of them agreed with the statement, "Our school maintains facilities that support student learning."

On the 2015-2016 AdvancED school survey, we received a rating of 3.48 on indicator 1.2, a rating of 3.49 on indicator 1.3, a rating of 3.41 on indicator 2.4, a rating of 3.15 on indicator 3.3, a rating of 3.54 on indicator 3.12, a rating of 3.16 on indicator 4.3, a rating of 3.82 on indicator 4.4, a rating of 3.26 on indicator 4.5 and a rating of 3.57 on indicator 4.6 from students. Specifically, out of 1,373 students surveyed:

73.49% of them agreed with the statement, "In my school, a high quality education is offered."  
39.26% of them agreed with the statement, "In my school, all students are treated with respect," while  
34.09% were neutral and 25.27% disagreed.

54.48% of them agreed with the statement, "In my school, teachers work together to improve student learning."

Out of 1, 370 students surveyed:

33.36% of them agreed with the statement, "In my school, students treat adults with respect," while  
41.46% were neutral and 23.43% disagreed.

64.49% of them agreed with the statement, "In my school, the principal and teachers have high expectations of me."

Out of 1,340 students surveyed:

51.34% of them agreed with the statement, "My school motivates me to learn new things."

61.2% of them agreed with the statement, "My school provides learning services for me according to my needs."

33.58% of them agreed with the statement, "All of my teachers change their teaching to meet my learning needs," while 34.25% were neutral and 30.22% disagreed.

Out of 1, 332 students surveyed:

53.9% of them agreed with the statement, "In my school, the building and grounds are safe, clean and provide a healthy place for learning."

33.26% of them agreed with the statement, "In my school, students respect the property of others," while 34.38% were neutral and 29.95% disagreed.

73.12% of them agreed with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching, staff, technology, media center)."

36.04% of them agreed with the statement, "In my school, students help each other even if they are not friends," while 34.38% were neutral and 27.25% disagreed.

74.18% of them agreed with the statement, "In my school, I can participate in activities that interest me."

75.07% of them agreed with the statement, "In my school, I have access to counseling, career planning and other programs to help me in school."

On the 2015-2016 AdvancED school survey, we received a rating of 3.85 on indicator 1.3, a rating of 3.8 on indicator 2.4, a rating of 3.51 on indicator 3.3, a rating of 3.7 on indicator 3.12, a rating of 3.74 on indicator 4.1, a rating of 3.63 on indicator 4.2, a rating of 3.8 on indicator 4.3, a rating of 3.86 on indicator 4.4, and a rating of 3.91 on indicator 4.6. Specifically, out of 1, 285 parents surveyed:

65.92% of them agreed with the statement, "My child has up-to-date computers and other technology to learn."

62.97% of them agreed with the statement, "My child has access to support services based on his/her identified needs."

Out of 1, 273 parents surveyed:

66.69% of them agreed with the statement, "Our school provides an adequate supply of learning resources that are current and in good condition."

69.22% of them agreed with the statement, "Our school provides excellent support services (e.g., counseling and/or career planning)."

76.65% of them agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."

50.64% of them agreed with the statement, "Our school ensures the effective use of financial resources."

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
	Parent
Karen Hopkins	Parent
Missy Billman	Parent
Janie Nelson	Parent
Nancy Lynxwiler	Teacher
Maria Espino-Rood	Parent
Sharon Henry	Parent
Joanne McNamara	Teacher
Monika Georg	Education Support Employee
Darrel Garvey	Parent
Madeline Garvey	Student
Sarah Longino	Teacher
Gail Imbornoni	Parent
Diana Heinzman	Parent
Nancy Dale	Parent
Ryan Dale	Parent
Angelinta Hadley	Parent
Kelly Koza-Mendez	Parent
Shelia Innis	Parent
Alyse Wiernik	Parent
Richard Sheeran	Teacher
Joanne McNamara	Teacher
Marta Viera	Parent
Katherine Garcia	Parent
Kristin Deckert	Parent
Monica Woods	Parent
Julienne Velez-Tirone	Parent
Betsy Garrison	Parent
Vicki Ibaugh	Parent
Maria Borelli	Parent
Laura Neumeister	Business/Community
Karina Yancey	Parent
Sandra Dee Brown	Parent
Stephanie Dee Brown	Student
Va Santha Rayser	Parent
Kelly Paduano	Principal

**b. Duties**

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

*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 completed 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.**

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

**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 response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### 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?

On the 2015-2016 AdvancED school survey, we received a rating of 4.39 on indicator 1.3, a rating of 4.21 on indicator 2.4, a rating of 4.18 on indicator 3.7 and a rating of 4.16 on indicator 3.11 from staff members. Specifically, out of the 143 staff members surveyed, 85.31% agreed with the statement, "Our school's leaders support an innovative and collaborative culture." Additionally, out of the 139 staff members surveyed:

85.62% of them agreed with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."

74.82% of them agreed with the statement, "In our school, staff members provide peer coaching to teachers."

89.21% of them agreed with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

82.01% of them agreed with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."

79.13% of them agreed with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."

On the 2015-2016 AdvancED school survey, we received a rating of 3.49 on indicator 1.3, and a rating of 3.41 on indicator 2.4 from students. Specifically, out of 1,373 students surveyed, 54.48% of them agreed with the statement, "In my school, teachers work together to improve student learning." Additionally, out of 1,370 students surveyed:

33.36% of them agreed with the statement, "In my school, students treat adults with respect," while 41.46% were neutral and 23.43% disagreed.

64.49% of them agreed with the statement, "In my school, the principal and teachers have high expectations of me."

On the 2015-2016 AdvancED school survey, we received a rating of 3.85 on indicator 1.3 and a rating of 3.8 on 2.4 from parents. Specifically, out of 1,318 parents surveyed, 67.88% of them agreed with the statement, "Our school has established goals and a plan for improving student learning."

### 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

On the 2015-2016 AdvancED school survey, we received a rating of 4.18 on indicator 3.7, and a rating of

4.37 on indicator 4.1 from staff members. Specifically, out of the 139 staff members surveyed: 74.82% of them agreed with the statement, "In our school, staff members provide peer coaching to teachers."

89.21% of them agreed with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

On the 2015-2016 AdvancED school survey, we received a rating of 3.74 on indicator 4.1 from parents. Specifically, out of 1, 277 parents surveyed, 65.16% of them agreed with the statement, "Our school provides qualified staff members to support student learning."

### **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.

On the 2015-2016 AdvancED school survey, we received a rating of 4.18 on indicator 3.7, and a rating of 4.37 on indicator 4.1 from staff members. Specifically, out of the 139 staff members surveyed: 74.82% of them agreed with the statement, "In our school, staff members provide peer coaching to teachers."

89.21% of them agreed with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

On the 2015-2016 AdvancED school survey, we received a rating of 3.74 on indicator 4.1 from parents. Specifically, out of 1, 277 parents surveyed, 65.16% of them agreed with the statement, "Our school provides qualified staff members to support student learning."

## **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.

On the 2015-2016 AdvancED school survey, we received a rating of 4.09 on indicator 3.1 from staff members. Specifically, out of the 139 staff members surveyed, 83.45% of them agreed with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills."

On the 2015-2016 AdvancED school survey, we received a rating of 3.45 on indicator 3.1 from students. Specifically, out of 1,340 students surveyed:

72.98% of them agreed with the statement, "My school provides me with challenging curriculum and learning experiences."

43.81% of them agreed with the statement, "My school prepares me to deal with issues I may face in the future," while 28.13% were neutral and 26.12% disagreed.

On the 2015-2016 AdvancED school survey, we received a rating of 3.68 on indicator 3.1 from parents. Specifically, out of 1, 284 parents surveyed, 63.47% of them agreed with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."

## 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 tiers, 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?

On the 2015-2016 AdvancED school survey, we received a rating of 4.05 on indicator 3.2, a rating of 4.06 on indicator 3.3, a rating of 4.11 on indicator 3.12, a rating of 3.93 on indicator 5.2 and a rating of 4.12 on indicator 5.4 from staff members. Specifically, out of the 139 staff members surveyed: 78.41% of them agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."

81.29% of them agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."

84.17% of them agreed with the statement, "In our school, related learning support services are provided for all students based on their needs."

79.14% of them agreed with the statement, "In our school, all staff members use student data to address the unique learning needs of all students."

79.7% of them agreed with the statement, "Our school has a systematic process for collecting, analyzing and using data."

75.19% of them agreed with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

84.21% of them agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."

87.22% of them agreed with the statement, "Our school leaders monitor data related to student achievement."

On the 2015-2016 AdvancED school survey, we received a rating of 3.81 on indicator 3.2, a rating of 3.15 on indicator 3.3, a rating of 3.54 on indicator 3.12, and a rating of 3.59 on indicator 5.4 from students. Specifically, out of 1,340 students surveyed:

74.18% of them agreed with the statement, "My school gives me multiple assessments to check my understanding of what was taught."

51.34% of them agreed with the statement, "My school motivates me to learn new things."

61.20% of them agreed with the statement, "My school provides learning services for me according to my needs."

61.79% of them agreed with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."

33.58% of them agreed with the statement, "All of my teachers change their teaching to meet my learning needs," while 34.25% were neutral and 30.22% disagreed.

67.24% of them agreed with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."

71.42% of them agreed with the statement, "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught."

67.61% of them agreed with the statement, "All of my teachers provide me with information about my learning and grades."

Out of the 1,330 students surveyed, 62.71% of them agreed with the statement, "My school prepares me for success in the next school year."

On the 2015-2016 AdvancED school survey, we received a rating of 3.51 on indicator 3.3, a rating of 3.7 on indicator 3.12 and a rating of 3.81 on indicator 5.4 from parents. Specifically, out of 1, 283 parents surveyed:

48.87% of them agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction," while 27.12% were neutral and 23.7% disagreed.

74.13% of them agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught."

**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.

**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**

Lynxwiler, Nancy, nancy.lynxwiler@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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**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.

On the 2015-2016 AdvancED school survey, we received a rating of 4.37 on indicator 4.6, and a rating of 4.12 on indicator 5.4 from staff members. Specifically, out of the 139 staff members surveyed:

89.55% of them agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational and career planning)."

84.21% of them agreed with the statement, "Our school uses data to monitor student readiness and success at the next level."

On the 2015-2016 AdvancED school survey, we received a rating of 3.57 on indicator 4.6 and a rating of 3.59 on indicator 5.4 from students. Specifically, out of 1,332 students surveyed:

36.04% of them agreed with the statement, "In my school, students help each other even if they are not friends," while 34.38% were neutral and 27.25% disagreed.

74.18% of them agreed with the statement, "In my school, I can participate in activities that interest me."

75.07% of them agreed with the statement, "In my school, I have access to counseling, career planning and other programs to help me in school."

Out of the 1,330 students surveyed, 62.71% of them agreed with the statement, "My school prepares me for success in the next school year."

On the 2015-2016 AdvancED school survey, we received a rating of 3.91 on indicator 4.6 and a rating of 3.81 on indicator 5.4 from parents. Specifically, out of 1,277 parents surveyed, 69.22% of them agreed with the statement, "Our school provides excellent support services (e.g., counseling and/or career planning)."

## **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. The FACTS.org site is reviewed throughout the year to help students explore career goals and high school course planning.

On the 2015-2016 AdvancED school survey, we received a rating of 4.29 on indicator 4.3 from staff members. Specifically, out of the 139 staff members surveyed, 89.55% of them agreed with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational and career planning)."

On the 2015-2016 AdvancED school survey, we received a rating of 3.57 on indicator 4.6 from students. Specifically, out of 1,332 students surveyed:

36.04% of them agreed with the statement, "In my school, students help each other even if they are not friends," while 34.38% were neutral and 27.25% disagreed.

74.18% of them agreed with the statement, "In my school, I can participate in activities that interest me."

75.07% of them agreed with the statement, "In my school, I have access to counseling, career planning and other programs to help me in school."

### **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, 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.

**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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### 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 collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital)
  
- G2.** Increase consistency of standards based instruction and best practices through PLC data meetings, which will lead to an increase in the percentage of students achieving learning gains. (Division Priority: Accelerate Student Performance)

## 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 collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital) 1a

G084740

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Math - SWD	62.0
AMO Math - African American	75.0
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

- We did not meet our AMO with two subgroups: Students with disabilities and African American students. We had to shift teachers around this year due to certification.

**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 Minority Achievement Office 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 11/17/2016 to 5/15/2017

**Evidence of Completion**

Grades and Assessment Data

**G2.** Increase consistency of standards based instruction and best practices through PLC data meetings, which will lead to an increase in the percentage of students achieving learning gains. (Division Priority: Accelerate Student Performance) 1a

G084741

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	81.0
AMO Reading - ELL	55.0
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

- Language Barrier for new students to the United States

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional Development through PLC training
- Regularly scheduled Marzano Design Question Training
- Regularly Scheduled PLC Meetings focusing on Reading strategies across content areas
- Close ELL monitoring and intervention through CT and Guidance
- Intensive Reading Intervention

**Plan to Monitor Progress Toward G2.** 8

Student Grades

**Person Responsible**

Kelly Paduano

**Schedule**

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

**Evidence of Completion**

Grades and assessment data

## 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 collaborative planning with the purpose of increasing the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital) **1**

 G084740

**G1.B1** We did not meet our AMO with two subgroups: Students with disabilities and African American students. We had to shift teachers around this year due to certification. **2**

 B225339

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

 S237713

### Strategy Rationale

We have seen steady increases based on previous PD.

### Action Step 1 **5**

Targeted tutoring

#### Person Responsible

Marc Wasko

#### Schedule

Weekly, from 11/14/2016 to 5/19/2017

#### Evidence of Completion

Assessment Data and Grades

### Action Step 2 **5**

Additional interventions will be made available to scaffold learning and increase student achievement for African American students and students with disabilities.

#### Person Responsible

Nancy Lynxwiler

#### Schedule

Monthly, from 9/26/2016 to 5/12/2017

#### Evidence of Completion

MTSS referrals

**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

**G2.** Increase consistency of standards based instruction and best practices through PLC data meetings, which will lead to an increase in the percentage of students achieving learning gains. (Division Priority: Accelerate Student Performance) 1

G084741

**G2.B1** Language Barrier for new students to the United States 2

B225341

**G2.B1.S1** Intensify intervention in ESOL and Reading classrooms for ELL and Hispanic students not meeting AMO. 4

S237716

### Strategy Rationale

By increasing the interventions available to ELL students, an increase in student achievement for ELL students will occur.

### Action Step 1 5

Grades and Assessment Data

#### Person Responsible

Marc Wasko

#### Schedule

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

#### Evidence of Completion

Grades and Assessment Data

### Action Step 2 5

Provide tutoring on Saturdays for students who are struggling.

#### Person Responsible

Marc Wasko

#### Schedule

Weekly, from 9/19/2016 to 5/14/2017

#### Evidence of Completion

Attendance

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

Attendance and progress based on grades and assessments

**Person Responsible**

Nancy Palermo

**Schedule**

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

***Evidence of Completion***

Student grades and data

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

Data gathering

**Person Responsible**

Marc Wasko

**Schedule**

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

***Evidence of Completion***

Student Grades



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A2 A307396	Additional interventions will be made available to scaffold learning and increase student...	Lynxwiler, Nancy	9/26/2016	MTSS referrals	5/12/2017 monthly
G2.B1.S1.A2 A307398	Provide tutoring on Saturdays for students who are struggling.	Wasko, Marc	9/19/2016	Attendance	5/14/2017 weekly
G1.MA1 M313674	Grades and Assessment Data	Wasko, Marc	11/17/2016	Grades and Assessment Data	5/15/2017 quarterly
G2.MA1 M313679	Student Grades	Paduano, Kelly	11/17/2016	Grades and assessment data	5/15/2017 quarterly
G1.B1.S1.MA1 M313672	Grades and Assessment Data	Wasko, Marc	11/17/2016	Grades and Assessment Data	5/15/2017 quarterly
G2.B1.S1.MA1 M313675	Data gathering	Wasko, Marc	11/17/2016	Student Grades	5/15/2017 quarterly
G2.B1.S1.MA1 M313676	Attendance and progress based on grades and assessments	Palermo, Nancy	11/17/2016	Student grades and data	5/15/2017 quarterly
G2.B1.S1.A1 A307397	Grades and Assessment Data	Wasko, Marc	11/17/2016	Grades and Assessment Data	5/15/2017 weekly
G1.B1.S1.MA1 M313673	Grades and Assessment Data	Sheeran, Richard	10/18/2016	Grades and Assessment Data	5/19/2017 quarterly
G1.B1.S1.A1 A307395	Targeted tutoring	Wasko, Marc	11/14/2016	Assessment Data and Grades	5/19/2017 weekly

## V. Professional Development Opportunities

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

**G1.** Utilize 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 AMO with two subgroups: Students with disabilities and African American students. We had to shift teachers around this year due to certification.

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

### **PD Opportunity 1**

Targeted tutoring

#### **Facilitator**

Vickie Seavers

#### **Participants**

All

#### **Schedule**

Weekly, from 11/14/2016 to 5/19/2017

## VI. Technical Assistance Items

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

**G2.** Increase consistency of standards based instruction and best practices through PLC data meetings, which will lead to an increase in the percentage of students achieving learning gains. (Division Priority: Accelerate Student Performance)

### G2.B1 Language Barrier for new students to the United States

**G2.B1.S1** Intensify intervention in ESOL and Reading classrooms for ELL and Hispanic students not meeting AMO.

#### TA Opportunity 1

Grades and Assessment Data

##### Facilitator

Marc Wasko

##### Participants

Reading/ELA/ELL Teachers

##### Schedule

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

## VII. Budget

1	G1.B1.S1.A1	Targeted tutoring				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$20,000.00
			<i>Notes: MAO and AP</i>			
2	G1.B1.S1.A2	Additional interventions will be made available to scaffold learning and increase student achievement for African American students and students with disabilities.				\$0.00
3	G2.B1.S1.A1	Grades and Assessment Data				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$30,000.00
4	G2.B1.S1.A2	Provide tutoring on Saturdays for students who are struggling.				\$0.00
					<b>Total:</b>	<b>\$50,000.00</b>