

Orange County Public Schools

# Timber Creek High



2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>11</b>
<b>Budget to Support Goals</b>	<b>13</b>

# Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

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

## School Demographics

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

## School Grades History

	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Year</b>	A	B	A	A*
<b>Grade</b>				

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

## 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.

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

#### Duties

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

Our principal provides the vision for the school year. The assistant principals within their areas of supervision work with the faculty in PLC's to collaborate goals for the school year that contribute to the improvement of the learning environment. The deans focus primarily on attendance and behavior. The instructional coaches work directly with faculty in identified need areas as well as provide MTSS support for select students.

### Early Warning Systems

#### Year 2017-18

#### 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	0	121	174	200	229	724
One or more suspensions	0	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	0	136	152	135	165	588
Level 1 on statewide assessment	0	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	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	99	111	85	96	391

**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	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	1	2	2	5	

**Date this data was collected**

Friday 7/20/2018

**Year 2016-17 - 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	0	124	164	183	164	635
One or more suspensions	0	0	0	0	0	0	0	0	0	0	34	41	49	29	153
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	139	146	172	123	580
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	96	119	1	0	216
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**Year 2016-17 - 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	124	164	183	164	635
One or more suspensions	0	0	0	0	0	0	0	0	0	34	41	49	29	153
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	139	146	172	123	580
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	96	119	1	0	216
	0	0	0	0	0	0	0	0	0	0	0	0	0	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	93	120	87	60	360

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**  
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Results of the SY1718 statewide assessment indicated growth in all areas. However, our students in the lowest quartile continue to not make the gains that we seek.

**Which data component showed the greatest decline from prior year?**

Attendance data indicates an area of improvement.

**Which data component had the biggest gap when compared to the state average?**

The subgroup data for ELA indicates a drop from 15.3% to 13.8% for ELL students at our school scoring level 3 and above. This data is also the biggest gap when compared to the state average. The state average for ELL students who scored a level 3 and above was 16.7%.

**Which data component showed the most improvement? Is this a trend?**

Results from the SY1718 statewide assessment show the greatest area of improvement in Algebra 1. This is the first time TCHS students met the growth. We believe that changes to class size, instruction, additional instructional support and faculty influenced the growth.

**Describe the actions or changes that led to the improvement in this area.**

Students were scheduled into Algebra 1 based on pass mathematics course and assessment information. Class sizes were kept at less than 15. Algebra 1 faculty collaborated in planning and instructional delivery. Additional mathematics faculty provided additional instructional support during intensive, focused tutorial sessions.

**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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	74%	54%	56%	72%	51%	52%
ELA Learning Gains	65%	51%	53%	60%	47%	46%
ELA Lowest 25th Percentile	49%	40%	44%	46%	36%	38%
Math Achievement	67%	49%	51%	60%	40%	43%
Math Learning Gains	51%	44%	48%	62%	51%	39%
Math Lowest 25th Percentile	40%	39%	45%	57%	55%	38%
Science Achievement	87%	66%	67%	78%	66%	65%
Social Studies Achievement	77%	69%	71%	81%	67%	69%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	121 (124)	174 (164)	200 (183)	229 (164)	724 (635)
One or more suspensions	38 (34)	39 (41)	46 (49)	35 (29)	158 (153)
Course failure in ELA or Math	136 (139)	152 (146)	135 (172)	165 (123)	588 (580)
Level 1 on statewide assessment	164 (96)	123 (119)	9 (1)	5 (0)	301 (216)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	74%	50%	24%	53%	21%
	2017	68%	49%	19%	52%	16%
Same Grade Comparison		6%				
Cohort Comparison						
10	2018	69%	49%	20%	53%	16%
	2017	65%	47%	18%	50%	15%
Same Grade Comparison		4%				
Cohort Comparison		1%				

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
2018	85%	62%	23%	65%	20%
2017	76%	60%	16%	63%	13%
Compare		9%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	65%	11%	68%	8%
2017	72%	64%	8%	67%	5%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	47%	61%	-14%	62%	-15%
2017	42%	53%	-11%	60%	-18%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	65%	8%	56%	17%
2017	55%	43%	12%	53%	2%
Compare		18%			

**Subgroup Data**

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



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
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

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

**Activity #1**

<b>Title</b>	Attendance
<b>Rationale</b>	Data indicates that the number of students attending less than 90% has increased. We will identify students and provide interventions.
<b>Intended Outcome</b>	We will see a decrease in the number of students with below a 90% attendance rate from school from 20 % of the student population less than 15%.
<b>Point Person</b>	Nancy Palermo (nancy.palermo@ocps.net)

**Action Step**

<b>Description</b>	Identify students from the previous year. Meet with students at the beginning of the school year to develop an attendance plan. Meet with students each nine weeks to review progress and identify intervention. Train selected staff in the liberation mindset as part of the Culturally Responsive School Plan.
<b>Person Responsible</b>	Matthew Aliberti (matthew.aliberti@ocps.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	Effectiveness will be monitored by checking attendance rate, grades and intervention plan results.
<b>Person Responsible</b>	Nancy Palermo (nancy.palermo@ocps.net)

<b>Activity #2</b>	
<b>Title</b>	Lowest 25%
<b>Rationale</b>	SY1718 state assessment scores indicate that the students in the lowest 25% are making the least amount of gains.
<b>Intended Outcome</b>	We will see an Increase in learning gains made by our identified lowest 25% students through our focus on instruction and support. Increase in students' content knowledge through use of literacy skills across all courses. We will use instructional coaches to increase support of MTSS and assist faculty in improving instruction.
<b>Point Person</b>	Nancy Palermo (nancy.palermo@ocps.net)
<b>Action Step</b>	
<b>Description</b>	Identify students and their faculty members for SY1819. Continue training of faculty in close reading across the content area in order to help students improve literacy skills. DPLC members will attend district DPLC meetings and train the faculty in literacy instruction. MTSS coordinator and math coach will monitor and support identified students. Super Six PLCs (ELA 9, ELA 10, algebra, geometry, biology and US history) will continue to meet weekly to plan for student support and literacy instruction. Train selected teachers in the liberation mindset and problem solving strategies as identified in the Culturally Responsive School Plan. Members of this team will meet weekly.
<b>Person Responsible</b>	Richard Sheeran (richard.sheeran@ocps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Leadership Team will meet weekly to discuss student progress with the MTSS Coordinator and instructional coaches. MTSS Coordinator will communicate with identified faculty members regarding students who need additional support. Super Six PLC leads and DPLC members will meet monthly to discuss student needs and training of faculty. The Culturally Responsive Team will meet weekly to analyze academic achievement and level of student engagement.
<b>Person Responsible</b>	Kelly Paduano (kelly.paduano@ocps.net)

## 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 Pilot SIP 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.**

Increased Parent Participation in the following:

- Open House
- SAC

PTSA

Guidance Parent Night

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

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.

#### **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.

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

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

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

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

#### **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.

<b>Part V: Budget</b>	
<b>Total:</b>	<b>\$0.00</b>