

Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

32%

Alternative/ESE Center

No

Charter School

No

Minority

56%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

TCHS does not only learn about students' cultures, but we also celebrate them. This is seen in 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 student connectedness to school. We empower students to be responsible for making their campus safe and welcoming.

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? 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.

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:
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

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.

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.

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).

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 parents and social worker and grade level administrator.
 Administrator meetings are held regarding suspensions and student behavior interventions.
 EDW is utilized to monitor suspensions and attendance.
 East Learning Community dashboard is utilized consistently to track student data and progress.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	3	6	9	18
One or more suspensions	0	3	6	9	18
Course failure in ELA or Math	1	0	0	0	1
Level 1 on statewide assessment	75	90	65	45	275
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	33	34	48	23	138

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

- Teacher led tutoring
- AVID Tutoring
- PASS
- Impact
- Saturday School Tutoring
- ACST Meetings
- Parent Teacher Conferences

SAFE
School Social Worker

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increased Parent Participation in the following:

Open House

SAC

PTSA

Guidance Parent Night

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.

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 fund raising may be counted.

To submit your nomination click on the following link: [GOLDEN SCHOOL NOMINATION](#)

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).

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).

School Leadership Team

Membership

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

Name	Title
Boettner, Jeff	Assistant Principal
Bolyard, Tony	Assistant Principal
Flakes, Daphne	Assistant Principal
Paduano, Kelly	Assistant Principal
Roth, Suzanne	Instructional Coach
Seavers, Vickie	Instructional Coach

Duties

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

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, EDGE, FAIR, Achieve 3000 and 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Greg Maida	Parent
Gabriel Berrio	Principal
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
Susan Johnson	Parent
Darrel Garvey	Parent
Madeline Garvey	Student
Sarah Longino	Teacher
Robbie Tierney	Business/Community
Gail Imbornoni	Parent
Diana Heinzman	Parent
Betty Ray	Parent
Jackie Carroll	Parent
Nancy Dale	Parent
Ryan Dale	Parent
Angelinta Hadley	Parent
Kelly Koza-Mendez	Parent
Vanessa Hernandez	Teacher
Gabriel Rodriguez	Student
Brianna Diaz	Student

Duties

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

Evaluation of last year's school improvement plan

This was presented to the SAC electronically and discussed throughout the year.

Development of this school improvement plan

- Recommendations
- Goals
- School-Based Decision Making
- Teacher Grants
- Surveys
- Committees

Preparation of the school's annual budget and plan

Completed

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)

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Roth, Suzanne	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

- 1) Common Core training in philosophy and strategies
- 2) Incorporation of reading instruction in social studies, science, and language arts.

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).

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?

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

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

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 plan and provides staff development as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers document use of State Standards to lead instruction through their lesson plans. Administrators monitor level of rigor and appropriateness of lessons through classroom observations and lesson plans.

Instructional Strategies

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?

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

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

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

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)

""

Person(s) responsible for monitoring implementation of the strategy

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.

Student Transition and Readiness

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).

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

N/A

College and Career Readiness

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

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

Timber Creek HS integrates a rigorous academic curriculum with an industry-specific curriculum, aligned directly to priority workforce needs established by the regional workforce development board. Our school has documentation reflecting students following the current Region 12 Targeted Occupations List and all four of our academies follow this occupations list. All four TCHS academies follow a Program of Study showing academic subjects typically taken by academy students. Secondly, our CAPE academies have evidence reflecting academic course curriculum, including evidence of collaboration between academic and career course instructors. (Lesson plans from career courses reflect how academic content is being incorporated into career curriculum.) Our TCHS curriculum observes the frameworks that lead to post secondary opportunities. We also have evidence of career content being integrated into academic course curriculum, including evidence of collaboration between academic and career course instructors. TCHS also has articulation agreements for Career pathways-Valencia State College (for evidence of provisions for career-based courses that earn post secondary academic credit). Our CAPE program of study indicates academy instruction that leads to industry certification, as 292 students took Industry Certification exams this school year. Dual enrollment, technical center, and college programs assist students in obtaining real world career/college experience. The College and Career center provides many opportunities for guest speakers and informative workshops on subjects related to career education. Teachers visit the career center with students to inform them of this service. Counselors and parent volunteers speak about future planning and tools available for success.

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

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

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

Read 180 and Achieve 3000 are utilized in Reading to increase percentage of students with a level 3 or above on FCAT
SAT and ACT Prep are used to increase graduation rate
AP Potential is utilized to schedule student into rigorous courses such as AP
AVID is used as a resource for students

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.** We will attain 100% AMO goals in Math.
- G2.** Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had 4 subgroups (Black, White, SWD, and Economically Disadvantaged) not meet expected AMO. We will achieve this through MTSS, Interventions, and effective instructional strategies through staff development as well as DQ 3 and 4

Strategic Goals Detail

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

G1. We will attain 100% AMO goals in Math. 1a

G039824

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 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

Targeted Barriers to Achieving the Goal 3

- We did not meet our AMO with two subgroups: Students with disabilities and Black students in 2013-2014. We had to shift teachers around this year due to certification. New teachers to Algebra I and Geometry need training to ensure continued success with Mathematics.

Plan to Monitor Progress Toward G1. 8

Grades and Benchmark Data

Person Responsible

Gabriel Berrio


Schedule

Quarterly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Grades and Benchmark Data

G2. Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had 4 subgroups (Black, White, SWD, and Economically Disadvantaged) not meet expected AMO. We will achieve this through MTSS, Interventions, and effective instructional strategies through staff development as well as DQ 3 and 4 **1a**

 G039825

Targets Supported **1b**

Indicator	Annual Target
	50.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Language Barrier for new students to the United States

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

Student Grades

Person Responsible

Gabriel Berrio

Schedule

Quarterly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Grades and benchmark 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. We will attain 100% AMO goals in Math. **1**

 G039824

G1.B1 We did not meet our AMO with two subgroups: Students with disabilities and Black students in 2013-2014. We had to shift teachers around this year due to certification. New teachers to Algebra I and Geometry need training to ensure continued success with Mathematics. **2**

 B096191

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

 S107383

Strategy Rationale

We have seen steady increases based on previous PD.

Action Step 1 **5**

Targeted tutoring

Person Responsible

Gabriel Berrio

Schedule

Weekly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Benchmark Data and Grades

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

Grades and Benchmark Data

Person Responsible

Gabriel Berrio

Schedule

Quarterly, from 11/24/2014 to 5/15/2015

Evidence of Completion

Grades and Benchmark Data

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

Grades and Benchmark Data

Person Responsible

Schedule

Quarterly, from 11/17/2014 to 5/15/2015


Evidence of Completion

Grades and Benchmark Data


G2. Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had 4 subgroups (Black, White, SWD, and Economically Disadvantaged) not meet expected AMO. We will achieve this through MTSS, Interventions, and effective instructional strategies through staff development as well as DQ 3 and 4 **1**

 G039825

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

 B096192

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

 S107384

Strategy Rationale

Action Step 1 **5**

Grades and Benchmark Data

Person Responsible

Gabriel Berrio

Schedule

Weekly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Grades and Benchmark Data

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

Attendance and progress based on grades and benchmarks

Person Responsible

Gabriel Berrio

Schedule

Quarterly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Student grades and data

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

Data gathering

Person Responsible

Gabriel Berrio

Schedule

Quarterly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Student Grades

G2.B1.S2 Provide tutoring during school and on Saturdays for students who are struggling. 4

 S107385

Strategy Rationale

Action Step 1 5

Grades and Benchmark Data Tutoring

Person Responsible

Gabriel Berrio

Schedule

Weekly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Grades and Benchmark Data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Grades and Benchmark Data

Person Responsible

Schedule

Quarterly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Grades and Benchmark Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Grades and Benchmark Data

Person Responsible

Gabriel Berrio

Schedule

Quarterly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Grades and Benchmark Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Targeted tutoring	Berrio, Gabriel	11/17/2014	Benchmark Data and Grades	5/15/2015 weekly
G2.B1.S1.A1	Grades and Benchmark Data	Berrio, Gabriel	11/17/2014	Grades and Benchmark Data	5/15/2015 weekly
G2.B1.S2.A1	Grades and Benchmark Data Tutoring	Berrio, Gabriel	11/17/2014	Grades and Benchmark Data	5/15/2015 weekly
G1.MA1	Grades and Benchmark Data	Berrio, Gabriel	11/17/2014	Grades and Benchmark Data	5/15/2015 quarterly
G1.B1.S1.MA1	Grades and Benchmark Data		11/17/2014	Grades and Benchmark Data	5/15/2015 quarterly
G1.B1.S1.MA1	Grades and Benchmark Data	Berrio, Gabriel	11/24/2014	Grades and Benchmark Data	5/15/2015 quarterly
G2.MA1	Student Grades	Berrio, Gabriel	11/17/2014	Grades and benchmark data	5/15/2015 quarterly
G2.B1.S1.MA1	Data gathering	Berrio, Gabriel	11/17/2014	Student Grades	5/15/2015 quarterly
G2.B1.S1.MA1	Attendance and progress based on grades and benchmarks	Berrio, Gabriel	11/17/2014	Student grades and data	5/15/2015 quarterly
G2.B1.S2.MA1	Grades and Benchmark Data	Berrio, Gabriel	11/17/2014	Grades and Benchmark Data	5/15/2015 quarterly
G2.B1.S2.MA1	Grades and Benchmark Data		11/17/2014	Grades and Benchmark Data	5/15/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will attain 100% AMO goals in Math.

G1.B1 We did not meet our AMO with two subgroups: Students with disabilities and Black students in 2013-2014. We had to shift teachers around this year due to certification. New teachers to Algebra I and Geometry need training to ensure continued success with Mathematics.

G1.B1.S1 Staff Development and PLC Work

PD Opportunity 1

Targeted tutoring

Facilitator

Barbara Verity and Vicky Seavers

Participants

All

Schedule

Weekly, from 11/17/2014 to 5/15/2015

Technical Assistance Items

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

G2. Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had 4 subgroups (Black, White, SWD, and Economically Disadvantaged) not meet expected AMO. We will achieve this through MTSS, Interventions, and effective instructional strategies through staff development as well as DQ 3 and 4

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

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

PD Opportunity 1

Grades and Benchmark Data

Facilitator

Suzanne Roth

Participants

Reading Teachers

Schedule

Weekly, from 11/17/2014 to 5/15/2015

Budget Rollup

Summary

Description	Total
Goal 1: We will attain 100% AMO goals in Math.	20,000
Goal 2: Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had 4 subgroups (Black, White, SWD, and Economically Disadvantaged) not meet expected AMO. We will achieve this through MTSS, Interventions, and effective instructional strategies through staff development as well as DQ 3 and 4	30,000
Grand Total	50,000

Goal 1: We will attain 100% AMO goals in Math.

Description	Source	Total
B1.S1.A1 - MAO and AP	Other	20,000
Total Goal 1		20,000

Goal 2: Timber Creek will have 100% of subgroups achieving adequate annual measurable outcomes in Reading. Last year, we had 4 subgroups (Black, White, SWD, and Economically Disadvantaged) not meet expected AMO. We will achieve this through MTSS, Interventions, and effective instructional strategies through staff development as well as DQ 3 and 4

Description	Source	Total
B1.S1.A1	General Fund	30,000
Total Goal 2		30,000