

Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

www.ocps.net/lc/east/htc

School Demographics

| | | |
|-------------------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| High | No | 33% |
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 56% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | A* | A | A | A |

**Preliminary 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 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 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.

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

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. 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.

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 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. The 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 | 79 | 118 | 137 | 115 | 449 |
| One or more suspensions | 31 | 31 | 32 | 33 | 127 |
| Course failure in ELA or Math | 20 | 56 | 34 | 16 | 126 |
| Level 1 on statewide assessment | 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 |
|--|-------------|----|----|----|-------|
| | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 14 | 36 | 29 | 21 | 100 |

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 and AVID Tutoring
- PASS
- Impact
- Saturday School Tutoring
- ACST Meetings

Parent Teacher Conferences
SAFE
School Social Worker
Advanced Studies Coordinator

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

AVID Parent Nights

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).
 TCHS is also an AVID Certified School. This certification is awarded based on the quality and fidelity of the program designed to increasing the graduation rate and the level of college readiness of students.

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:

| Name | Title |
|-----------------|---------------------|
| Berrio, Gabriel | Principal |
| Bolyard, Tony | Assistant Principal |
| Flakes, Daphne | Assistant Principal |
| Paduano, Kelly | Assistant Principal |
| Roth, Suzanne | Instructional Coach |
| Seavers, Vickie | Instructional Coach |
| Boettner, Jeff | Assistant Principal |
| Campbell, Nikki | Assistant Principal |

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, Read 180, 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:

| 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 |
| 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 |
| Tyler Woods | Student |
| Julienne Velez-Tirone | Parent |
| Jordan Chatman | Student |
| Alyssa Murallon | Student |
| Betsy Garrison | Parent |
| Vicki Ibaugh | Parent |
| Hope Nelson | Student |
| Ariel Hadley | Student |
| Maria Borelli | Parent |
| Daniel Nelson | Student |
| Matthew Maida | Student |

| Name | Stakeholder Group |
|---------------------|--------------------|
| Laura Neumeister | Business/Community |
| Christopher Schmude | Student |
| Karina Yancey | Parent |
| Sandra Dee Brown | Parent |
| Stephanie Dee Brown | Student |
| Va Santha Rayser | Parent |
| Gabriel Rodriguez | Student |
| Bryanna 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

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.

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.

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.

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:

| 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) K-12 Literacy Plan Presentation including the Comprehensive Reading Plan
- 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

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

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. They meet on a regular basis for support and for training purposes.

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

Berrio, Gabriel, gabriel.berrio@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

Berrio, Gabriel, gabriel.berrio@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.

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

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.

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 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.

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 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

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.

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 the percentage of students who are proficient.

SAT and ACT Prep are used to increase graduation rate.

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

AVID is a course designed to increase the percentage of students taking advance course work and rigorous classes.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 in order to increase 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 which will lead to increased student achievement. (Division Priority: Accelerate Student Performance)

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. Utilize collaborative planning in order to increase the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital) 1a

G072609

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| AMO Math - All Students | 72.0 |
| AMO Math - SWD | 62.0 |
| AMO Math - African American | 75.0 |
| FSA English Language Arts - Achievement | 73.0 |
| Algebra I FSA 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 |

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 African American students. We had to shift teachers around this year due to certification.

Plan to Monitor Progress Toward G1. 8

Grades and Assessment Data

Person Responsible

Gabriel Berrio

Schedule

Quarterly, from 11/17/2015 to 5/15/2016

Evidence of Completion

Grades and Assessment Data

G2. Increase consistency of standards based instruction and best practices which will lead to increased student achievement. (Division Priority: Accelerate Student Performance) 1a

G072610

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| AMO Reading - All Students | 81.0 |
| AMO Reading - ELL | 55.0 |
| FSA English Language Arts - Achievement | 73.0 |
| Algebra I FSA 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 |

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 Intensive 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 11/17/2015 to 5/15/2016

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 in order to increase the percentage of students achieving proficiency levels on state standards. (Division Priority: Invest in Human Capital) **1**

 G072609

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**

 B189465

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

 S200781

Strategy Rationale

We have seen steady increases based on previous PD.

Action Step 1 **5**

Targeted tutoring

Person Responsible

Gabriel Berrio

Schedule

Weekly, from 11/17/2015 to 5/15/2016

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

Suzanne Roth

Schedule

Monthly, from 9/30/2015 to 5/13/2016

Evidence of Completion

MTSS referrals

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

Grades and Assessment Data

Person Responsible

Gabriel Berrio

Schedule

Quarterly, from 11/24/2015 to 5/15/2016

Evidence of Completion

Grades and Assessment Data

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

Grades and Assessment Data

Person Responsible

Schedule

Quarterly, from 11/17/2015 to 5/15/2016

Evidence of Completion

Grades and Assessment Data

G2. Increase consistency of standards based instruction and best practices which will lead to increased student achievement. (Division Priority: Accelerate Student Performance) 1

G072610

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

B189467

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

S200784

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

Gabriel Berrio

Schedule

Weekly, from 11/17/2015 to 5/15/2016

Evidence of Completion

Grades and Assessment Data

Action Step 2 5

Provide tutoring on Saturdays for students who are struggling.

Person Responsible

Gabriel Berrio

Schedule

Weekly, from 9/19/2015 to 5/14/2016

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

Gabriel Berrio

Schedule

Quarterly, from 11/17/2015 to 5/15/2016

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 11/17/2015 to 5/15/2016

Evidence of Completion

Student Grades

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 | 11/17/2015 | Assessment Data and Grades | 5/15/2016 weekly |
| G2.B1.S1.A1 | Grades and Assessment Data | Berrio, Gabriel | 11/17/2015 | Grades and Assessment Data | 5/15/2016 weekly |
| 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. | Roth, Suzanne | 9/30/2015 | MTSS referrals | 5/13/2016 monthly |
| G2.B1.S1.A2 | Provide tutoring on Saturdays for students who are struggling. | Berrio, Gabriel | 9/19/2015 | Attendance | 5/14/2016 weekly |
| G1.MA1 | Grades and Assessment Data | Berrio, Gabriel | 11/17/2015 | Grades and Assessment Data | 5/15/2016 quarterly |
| G1.B1.S1.MA1 | Grades and Assessment Data | | 11/17/2015 | Grades and Assessment Data | 5/15/2016 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------|-------------------------------|---------------------------------------|---------------------|
| G1.B1.S1.MA1 | Grades and Assessment Data | Berio, Gabriel | 11/24/2015 | Grades and Assessment Data | 5/15/2016 quarterly |
| G2.MA1 | Student Grades | Berio, Gabriel | 11/17/2015 | Grades and assessment data | 5/15/2016 quarterly |
| G2.B1.S1.MA1 | Data gathering | Berio, Gabriel | 11/17/2015 | Student Grades | 5/15/2016 quarterly |
| G2.B1.S1.MA1 | Attendance and progress based on grades and assessments | Berio, Gabriel | 11/17/2015 | Student grades and data | 5/15/2016 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. Utilize collaborative planning in order to increase 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

Barbara Verity and Vickie Seavers

Participants

All

Schedule

Weekly, from 11/17/2015 to 5/15/2016

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 which will lead to increased student achievement. (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 classroom for ELL and Hispanic students not meeting AMO.

PD Opportunity 1

Grades and Assessment Data

Facilitator

Suzanne Roth

Participants

Reading Teachers

Schedule

Weekly, from 11/17/2015 to 5/15/2016

Budget

| Budget Data | | | | | | |
|--------------------------|--------------------|--|---------------|----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | Targeted tutoring | | | | \$20,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 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 | 2015-16 |
| | | | District-Wide | General Fund | | \$30,000.00 |
| 4 | G2.B1.S1.A2 | Provide tutoring on Saturdays for students who are struggling. | | | | \$0.00 |
| Total: | | | | | | \$50,000.00 |