

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: TIMBER CREEK HIGH

District Name: Orange

Principal: Dr. Gabriel Berrio

SAC Chair: Greg Maida

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/12/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Gabriel Berrio	Bachelor's Degree in History Master's Degree in Educational Leadership Doctorate Degree in Education		9	Winter Park HS was an "A" school 3 of the 5 years I was there as an AP. It was at least a B school all other times. Westridge Middle School was a C school the entire time I was there While there, Westridge scored the highest Science and Writing scores the school had ever recorded. Learning gains for Reading and Math for Lowest 25% ranged in the 60 and 70 percent area.
		Bachelors of Science in Physical Education			2011-2012 Timber Creek High School grade is pending 2010-2011 Timber Creek High School was a B 82% AYP 2009-2010 Timber Creek High School was a A (1228 points) 100% AYP 2008-2009 Timber Creek High School was a B (505 points) 69% AYP 2007-2008 Timber Creek High School was a C (533 points) 74% AYP

Assis Principal	Jeffrey Boettner	MA in Educational Leadership Physical Education 6-12 Science 6-12 School Principal	12	13	2006-2007 Timber Creek High School was a B (512 points) 85% AYP 2005-2006 Timber Creek High School was a C (394 points) 74% AYP 2004-2005 Timber Creek High School was a B (386 points) 80% AYP 2003-2004 Timber Creek High School was a B (393 points) 77% AYP 2002-2003 Timber Creek High School was a C (370 points) 2001-2002 Timber Creek High School was not graded
Assis Principal	Anthony Bolyard	AA (General Studies) BA in Physical Education MA in Educational Leadership Coaching Endorsement Educational Leadership	9	3	2011-2012 Winter Park High School grade is pending 2009-2011 A or B grade for the past 2 years, fifty percent or more of the lowest 25% have met learning gains, 51% of tenth grade students scored 3 or above on the 2011 FCAT Reading .
Assis Principal	Daphne Flakes	BS in Mathematics Masters in Ed Leadership		6	Year: 2011-2012 School: University High School Grade: TBD 41.0% of students taking the Algebra EOC scored proficient. Year: 2010-2011 School: University High School Grade: A. 75.6% of the students taking the FCAT Math scored at proficient.
Assis Principal	Dr. Kelly Paduano	BS in Social Science Education M.A. in Educational Leadership Doctorate in Educational Leadership Certified Social Science Education 6-12 Certified in Educational Leadership	1	3	2011-2012 Timber Creek High School grade is pending 2010-2011 Union Park Middle School was a B (506 points) 69% AYP 2009-2010 Union Park Middle School was a B (502 points) 72% AYP
Assis Principal	Cherri Samuel	BS in Elementary Education M.Ed. in Administration and Supervision Certified in Elementary Ed 1-6 Certified in Mathematics 5-9 School Principal All Levels	7	13	2011-2012 Timber Creek High School grade is pending 2010-2011 Timber Creek High School was a B 82% AYP 2009-2010 Timber Creek High School was a A (1228 points) 100% AYP 2008-2009 Timber Creek High School was a B (505 points) 69% AYP 2007-2008 Timber Creek High School was a C (533 points) 74% AYP 2006-2007 Timber Creek High School was a B (512 points) 85% AYP

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Candis Roby	B.A. Psychology; M.A. Ed. Leadership. Certified in broad fields social studies, ESOL,	5	3	2009-2010: Met AYP and school grade improved to A. 2009-2010 Timber Creek High School was a A (1228 points) 100% AYP 2010-2011 Reading proficiency rose one percent to 63.5%, 82%AYP, School grade

		Ed. Leadership. Reading Endorsed.			was B 2011 - 2012 Timber Creek High School grade is still pending
Media Specialist/Learning Resource Specialist	Dr. Vickie Seavers	B.S. Mathematics Education, M.A. in Educational Media, Doctorate in Curriculum and Instruction	12	4	2011-2012 Timber Creek High School grade is pending 2010-2011 Timber Creek High School was a B 82% AYP 2009-2010 Timber Creek High School was a A (1228 points) 100% AYP 2008-2009 Timber Creek High School was a B (505 points) 69% AYP

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Beginning Teacher PLC	LRS	June, 2013	
2	Acceptance of junior and senior interns	LRS	June, 2013	
3	Peer Collaboration in a supportive environment – Subject area PLCs	Principal, APs, PLC leaders	June, 2013	
4	Staff development for personal growth and leadership opportunities	Principal, APs, LRS	June, 2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2% (3)	Peer and administrative support in a collaborative environment Professional development on the teacher evaluation system

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
169	3.6%(6)	21.3%(36)	36.7%(62)	38.5%(65)	42.0%(71)	94.7%(160)	8.3%(14)	8.9%(15)	7.7%(13)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Mentor is a master teacher and	

Joanne McNamara	Cooper Alexander	both are in same department. Mentor has worked with interns and other first year teachers.	Beginning Teacher PLC, weekly meetings between mentor and mentee
Adam Lange	Mitchell Bell	Mentor is a master teacher and American history PLC lead. Mentor has experience working with first year teachers.	Beginning Teacher PLC, weekly meetings between mentor and mentee
Terry Barchfeld	Emma Cunningham (part time)	Mentor is a master teacher and chemistry/physics PLC lead. Both are the only ones teaching physics.	Beginning Teacher PLC, weekly meetings between mentor and mentee
Brad Waltz	Manika Chuon (part time)	Mentor is a master teacher and one of the Biology PLC leads.	Beginning Teacher PLC, weekly meetings between mentor and mentee
Jason Skinner	Kristi Kriebel	Mentor is a master teacher and the world history PLC lead. Both teach the same subject.	Beginning Teacher PLC, weekly meetings between mentor and mentee
Dawn Feeney	Alexandra Mina	Mentor is a master teacher and has supervised interns. There is not another teacher who teaches the same subject as the mentee.	Beginning Teacher PLC, weekly meetings between mentor and mentee
Jason Stano	Austin Smith	Mentor is a master teacher and the world history PLC lead. Both teach the same subject though the levels vary.	Beginning Teacher PLC, weekly meetings between mentor and mentee

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

### Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Gabriel Berrio, Dr. Kelly Paduano, Colleen Hemann, Jill Weems, Latasha Ferguson, Candis Roby, Memry Molina, Lisa Coffey

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI team will utilize benchmark and mini-assessment data to determine tiered needs of services students will have.

The role of the Principal and Assistant Principals is to ensure the RtI team is trained and to communicate RtI goals to the staff.

The Reading Coach will collect assessment data to determine tiered interventions for students as needed.

The support facilitative team will provide direct intervention in the classrooms as needed.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The RtI team will provide school-wide data and recommended practices based on need for the development of the School Improvement Plan.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The team will analyze data from benchmark testing given to the students throughout the year. In addition, we will use teacher formative and summative assessments for individual students. Edusoft, IMS, FileMaker Pro, Mini-Assessment results, and SMS will be used to summarize data at each tier for reading, math, science, writing and behavior.

Describe the plan to train staff on MTSS.

The Instructional Coaches and staff will be trained as needed throughout the year.

Describe the plan to support MTSS.

MTSS will be supported by providing training and coaching to staff members. Instructional Staff will be supported and recognized for their efforts in following best practices in the classroom. Students will be recognized for classroom achievement and positive behavior.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Dr. Gabriel Berrio, Dr. Kelly Paduano, Pat Franklin, Candis Roby, Dr. Vickie Seavers, Suzanna Pacheco, Christina Abromavage, Jackie Drisgill, Adam Lange, Brianna Griffen

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets once a quarter in person or online. The LLT, composed of resource teachers, administrators, and classroom teachers, provides the leadership and mentoring for incorporating literacy within all content area subjects. Activities of the team include guest author presentations, designing summer reading, coordinating Literacy Week and Poetry Month, and facilitating book clubs.

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

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

### Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The TCHS Literacy Plan lists and explains the responsibilities of every content area teacher for incorporating reading strategies daily. Administrators will check daily lesson plans for inclusion of reading strategy instruction and use observation tools to verify such instruction. Teachers will be supported in visiting classrooms where reading strategies are modeled and encouraged to focus on reading strategies during lesson studies. The professional development plan will incorporate training on reading strategies with a focus on science and social studies classrooms.

## \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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.

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

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.





## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By July 2013, 30% of all students taking the FCAT 2.0 Reading at Timber Creek High School will score at Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (367)	30%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English as a second language.	Integration into grade level reading classes. Instruction in use of bilingual dictionaries.  Pullout language instruction using Rosetta Stone.  Para facilitated small group differentiated instruction  Bilingual study partners when available through the PEP program.	Literacy Coach Curriculum Compliance Teacher PEP Coordinator Supervising Subject Area Administrators	Progress monitoring by classroom teachers on deconstructed benchmarks every two weeks. Progress on Rosetta Stone	Formative assessments in the classroom, FAIR data, Rosetta Stone, Benchmark tests
2	Student motivation	High student engagement in small group differentiated instruction focusing on informational text at grade level.  Rigorous text interaction supported by close reading strategies.  Interpretation of visual documentation as texts (ex. charts, maps, political cartoons, etc.)	Literacy Coach Reading Teachers World History Teachers English I and II Teachers Supervising Subject Area Administrators	Progress monitoring in reading and language arts classes on the literacy benchmarks every two weeks. Improvement on county benchmark exams. Reading application scores on FAIR will show improvement between the fall and winter and then winter and spring.	Formative assessments in the classroom, FAIR data, Benchmark tests
3	Content area teachers incorporating close reading opportunities into their classes.	Professional Development on Common Core Standards and the Comprehensive Instructional Sequence	Literacy Coach PLC Subject Area Leads Common Core cohort members Media Specialists	Progress monitoring in reading and language arts classes on the literacy benchmarks every two weeks. Improvement on county benchmark exams. Reading application scores on FAIR will show improvement between the fall and winter and then winter and spring.	Formative assessments in the classroom, FAIR data, Benchmark tests.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	N/A – The number of students taking the Florida Alternate Assessment is less than 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	47% of all students taking the FCAT 2.0 reading will score level 4 or above in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (309)	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proficiency in delivering rigorous instruction in reading and comprehending dense informational text.	Professional Development on differentiated instruction with an emphasis on small group instruction  Professional Development on differentiated instruction with an emphasis on student choice for readings, research projects, and independent study  Professional Development on the Comprehensive Instructional Sequence  Professional Development on analyzing data and using formative assessments to guide instruction	Literacy Coach  LRS  Administrators	Learning gains analyzed by teacher for number students who maintained, attained, or dropped the level 4 status on FCAT reading.  Lesson Study  Progress monitoring via embedded formative assessment	Reading FCAT Instructional Focus Calendars show continuous increasing rigor.  Lesson plans include evidence  Lesson Study to develop proficiency  Observation verifies instruction  Enrollment data for honors and advanced placement classes

		Analyze reading results to target students for advanced level courses			
2	Need for increased participation in professional development	Scheduling content area PLC's for a common planning period.  Increasing communication for professional development opportunities	Literacy Coach LRS  Administrator  Curriculum Leaders	Professional Development documentation  Lesson plan include new strategies Teachers' IPDPs  iObservation data  Lesson Study	Marzano's model of teacher assessment  Progress monitoring tools i.e., benchmark tests, FAIR, FCAT Reading
3	Incorporating informational text reading strategies in the content areas, including honor and advanced placement classes.	Professional Development on differentiation in small group instruction and the Comprehensive Instructional Sequence	Literacy Coach LRS  Curriculum Leaders  Media Specialists	Professional Development documentation  Lesson plan include new strategies Teachers' IPDPs  iObservation data  Lesson Study	Marzano's model of teacher assessment  Instructional focus calendars and lesson plans reflect use of adjustments of strategies.  Lesson Study  Progress monitoring tools i.e., benchmark tests, FAIR, FCAT Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	N/A – The number of students taking the Florida Alternate Assessment is less than 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse student needs and levels of readiness	Differentiated instruction at all levels of reading readiness  Students set, monitor, and take responsibility for achieving proficiency in reading goals.  Formative assessment to guide instruction	Classroom Teachers Students Supervising Administrators Literacy Coach LRS	Teacher – Students data chats Teacher – Administrator data chats  Progress monitoring with pre/post tests on reading skills through language arts classes	FCAT Reading data  Instructional Focus Calendars  Lesson Plans  Classroom Observations
2	Need for increased participation in professional development	Scheduling common planning periods for subject area PLC's.  Professional Development on analyzing complexity of texts and matching students' reading levels with instructional texts.  Professional Development on analyzing data and using formative assessments to guide instruction.	Literacy Coach Curriculum Leaders LRS Supervising Administrators	Professional Development sign in sheets  Lesson plans incorporate strategies.  Teacher IPDPs  Lesson Study	Marzano's model of teacher assessment  Progress monitoring tools i.e., benchmark tests, FAIR, FCAT Reading
3	Student motivation	Differentiated instruction at all levels of reading readiness to promote student engagement.  Students set, monitor, and take responsibility for achieving proficiency in reading goals.  High student engagement in small group differentiated instruction focusing on informational text at grade level.  Rigorous text interaction supported by close reading strategies.	Literacy Coach Curriculum Leaders LRS Supervising Administrators	Teacher – Student data chats  Progress monitoring and feedback to students related to their own goals.  Embedded formative assessment	Informal benchmark tests, County Benchmark tests, FAIR RA scores, FCAT Reading data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	N/A – The number of students taking the Florida Alternate Assessment is less than 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	70% of all students taking the FCAT 2.0 reading will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (226)	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation and perceived relevance	Provide text that is relevant and challenging to students  Data chats biweekly with students. Students involved in goal setting and monitoring themselves.  Encourage students to participate in the ACT and SAT concordant score option.  Vocabulary instruction utilizing best practices such as foldables and nonlinguistic representation (incorporating having students learning how to read it, say it, and spell it).	Classroom teachers  Literacy Coach Supervising administrators LRS	Progress monitoring of student engagement via observation, course tests, number of assignments completed satisfactorily.	Checklist of student engagement and on-topic discussion between students.  FCAT Reading scores
2	Implementing informational, complex text close reading throughout language arts and social studies content areas.	Professional development on text complexity and common core demands on reading in content areas.  Professional development in CIS and small group differentiated reading instruction	Supervising administrators Literacy Coach LRS	Progress monitoring via teacher observation, EOC tests and embedded formative assessment  Lesson Study	FCAT Reading scores, OCPS Benchmark tests, FAIR RA scores
3	Need for increased participation in professional development that emphasizes differentiated instruction and formative assessments for all teachers who have any	Scheduling subject area PLCs for common planning times.  Increasing on campus professional development opportunities on a biweekly basis.	Supervising administrators Literacy Coach Curriculum Leaders LRS	Professional Development sign in sheets  Walkthroughs by administrators  Teacher IPDPs	Marzano's model of teacher assessment Progress monitoring tools i.e., benchmark tests, FAIR, FCAT Reading

of the bottom 25% readers.		Lesson Study	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By 2016-2017, 84% of the students at Timber Creek High School will be proficient in reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	73%	76%	79%	81%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		All student subgroups will show an increase in satisfactory progress in reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
ASIAN: 73% BLACK/AFRICAN AMERICAN: 57% HISPANIC: 57% WHITE: 75%		ASIAN: 87% BLACK/AFRICAN AMERICAN: 62% HISPANIC: 62% WHITE: 83%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-Differentiated teaching strategies	Professional Development on small group differentiated instruction on complex informational text based reading and the Comprehensive Instructional Sequence for dense texts.	Supervising Administrators LRS Literacy Coach	Classroom walkthroughs and observations.  Lesson Study	FCAT 2.0 Reading scores  ACT concordant scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		By June, 2013, 36% of ELL students taking the FCAT 2.0 reading test will score at three or above.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
24%		36%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	English acquisition	<p>Instruction in use of electronic translators.</p> <p>PEP bilingual student translator for very new students</p> <p>Rosetta Stone for students in the U.S. for less than six months</p> <p>Paraprofessionals do not translate for students who have been here more than six months.</p> <p>English submersion in non LY classrooms.</p>	<p>Curriculum Compliance</p> <p>Teacher</p> <p>ESOL paraprofessionals</p> <p>Supervising Administrators</p> <p>Students</p>	<p>CELLA testing</p> <p>Progress monitoring in content area classes</p> <p>FAIR testing CLOZE scores.</p>	<p>Benchmark assessments, FAIR, FCAT Reading</p>
2	Sheltered settings where English is not necessary	Full inclusion in content area classes	<p>Curriculum Compliance</p> <p>Teacher</p> <p>Guidance Counselors</p> <p>Supervising Administrators</p>	<p>Checking schedules to ensure true inclusion</p> <p>Gathering feedback from LY students.</p>	<p>Benchmark assessments, FAIR, FCAT Reading</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June, 2013, 46% of students with disabilities will score at level 3 or above for reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	46%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse student needs and levels of readiness	<p>Differentiated instruction at all levels of reading readiness</p> <p>Students set, monitor, and take responsibility for achieving proficiency in reading goals.</p> <p>Placement of ESE students in reading classes with a reading</p>	<p>Supervising Administrators</p> <p>Inclusion Coach</p> <p>ESE and Reading Teachers</p> <p>Reading Coach</p>	<p>Teacher – Students data chats</p> <p>Teacher – Administrator data chats</p> <p>Progress monitoring with pre/post tests on reading skills through language arts classes</p>	<p>FCAT Reading data</p> <p>Lesson Plans</p> <p>Classroom Observations</p>
2	Classroom teachers' understanding of the variety of ways to help students with disabilities succeed.	<p>Provide trainings on Differentiated Instruction.</p> <p>Collaboration between the classroom teachers, Inclusion Coach, and ESE teachers</p> <p>Facilitated classrooms</p>	<p>Supervising Administrators</p> <p>Inclusion Coach</p> <p>LRS</p> <p>ESE Curriculum Leader</p>	<p>Monitor classroom instruction through lesson plans and observations.</p> <p>Monitor participation In professional development.</p> <p>Monitor student performance on formative and summative testing.</p>	<p>Marzano's model of teacher assessment</p> <p>Progress monitoring tools i.e., benchmark tests, FAIR, FCAT Reading</p>
	Student motivation	Training students on	Classroom	Teacher and student	Marzano's model of

3	taking responsibility for learning, setting achievement goals and monitoring progress  PIT Crew	Teachers	data chats Teacher and Administrator data chats	teacher assessment Progress monitoring tools i.e., benchmark tests, FAIR, FCAT Reading
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	By June, 2013, 60% of the economically disadvantaged students at Timber Creek High School will score at level three or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Social factors such as attendance and home support	Use of district social worker assigned to TCHS.  Refer students to guidance counselor, SAFE and New Horizons.  Provide Students with support classes including E20/20, Success Skills and Study Hall	Classroom Teachers PEP Sponsor Guidance counselors Supervising Administrators SAFE Coordinator Deans	Analyzing the success of target students on FCAT Reading, FAIR, and OCPS Benchmarks	FCAT Scores, EDW and SMS reports on attendance and discipline
2	Perceived relevancy of school in general	AIR team, guidance counselors, and teachers make connections with students to increase their extra-curricular participation when possible. Long term goal setting discussions through regular progress chats with students	Classroom teachers  Supervising administrators	Bi-weekly data chats with students who are not showing progress in academic courses.  Attendance records	FCAT Reading data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
				Two one hour	Administrators will perform	



Comprehensive Instructional Sequence	9-12	C. Roby	All content area PLC's	sessions during planning periods across two weeks. Oct. 4th and 11th.	walkthrough checks to see if teachers are using the strategy appropriately and will ask to see the strategy included in lesson plans.	Supervising Administrators
Small group differentiation	9-12	C. Roby	All content area PLC's	Three one hour sessions during planning periods. Oct. 18th, 25th, Nov. 1st.	Administrators will perform walkthrough checks to see if teachers are using the strategy appropriately and will ask to see the strategy included in lesson plans.	Supervising Administrators
Text Complexity	9-12	C. Roby	All content area PLC's	One hour sessions during planning periods. Nov. 8th	Administrators will perform walkthrough checks to see if teachers are using the strategy appropriately and will ask to see the strategy included in lesson plans.	Supervising Administrators
Reading Strategies (from Kylee Beers training) with an emphasis on technology use	9-12	Nikita McCaskill	Social Studies Department	Monthly	PLC meetings	Supervising Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ten Steps	Leveled benchmark instruction for grades 9-12 with mini-lessons and skill practice.	Timber Creek High School	\$7,500.00
			Subtotal: \$7,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on Common Core	Substitutes	School Budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Paper for dense text articles for each student.	Additional paper for social studies, language arts, and reading classes.	Timber Creek High School	\$10,000.00
			Subtotal: \$10,000.00
			Grand Total: \$19,500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	Increase percent of students proficient in

CELLA Goal # 1:		Listening /Speaking by 5%.			
2012 Current Percent of Students Proficient in listening/speaking:					
9th graders: 90% 10th graders: 85% 11th graders: 85% 12th graders: 74%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will have to make up work from other classes to be able to participate on Rosetta Stone.	Schedule non-English speakers who have been in the country less than 6 months will participate in the Rosetta Stone program	Curriculum Compliance Teacher Supervising Administrator	Rosetta Stone unit tests Monitor GPA Analyze benchmark test data	Final Rosetta Stone oral test Report Cards Benchmark data
2	Opportunities for students to practice listening/speaking skills.  Lack of audio equipment in classroom. Lack of stories and novels on audio.	Listen to stories and novels via audio system and discuss with other students and teacher.	Curriculum Compliance Teacher Supervising Administrator ELL teacher	Teacher made tests	CELLA Test

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		Increase percent of students proficient in reading by 10%.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
9th graders: 12% 10th graders: 43% 11th graders: 50% 12th graders: 42%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are new to the English language need to improve listening/speaking skills before being successful in reading.	Provide oral opportunities during ELL instruction.	Curriculum Compliance Teacher Supervising Administrator ELL teacher	Classroom tests	CELLA Test
2	ELL students need to improve vocabulary skills.	Provide vocabulary practice	Curriculum Compliance Teacher Supervising Administrator ELL teacher	Classroom tests	CELLA Test
3	Double reading block	Assign students by reading levels to provide differentiating instruction	Reading teachers Literacy Coach Supervising Administrator	Benchmark tests	CELLA Test

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:		Increase percent of students proficient in writing by 10%			
2012 Current Percent of Students Proficient in writing:					
9th graders: 45% 10th graders: 42% 11th graders: 68% 12th graders: 53%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students need to master listening/speaking and reading before they can be proficient in writing.	Provide writing opportunities beginning at the basic level	ELL Teacher Curriculum Compliance Teacher Supervising Administrator	Writing samples	CELLA Test
2	Students transfer grammar skills from their first language.	Provide instruction of basic grammar skills	ELL Teacher Curriculum Compliance Teacher Supervising Administrator	Classroom grammar tests	CELLA Test

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	N/A – The number of students taking the Florida Alternate Assessment is less than 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	N/A – The number of students taking the Florida Alternate Assessment is less than 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	N/A – The number of students taking the Florida Alternate Assessment is less than 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # By June 2016-2017, 76% of students at Timber Creek High School will score satisfactory in mathematics. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	60%	64%	68%	72%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By July 2013, 50% of students in Algebra 1 will score at Achievement Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (208)	50%

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty for ELL students in reading the test since the algebra EOC is mainly word problems. There has been a correlation found between reading scores and EOC scores.	Assist ELL students with facilitators and materials in their native language	Classroom Teachers Curriculum Leader  Supervising Administrator	Analysis of PLC common assessments and benchmark exams	PLC-made tests Benchmark tests Algebra EOC
2	Students with low reading and comprehension levels have difficulty with the EOC.	Introduce and include vocabulary and word problems from the beginning of the year	Classroom Teachers Curriculum Leader  Supervising Administrator	Analysis of PLC common assessments and benchmark exams	PLC-made tests Benchmark tests Algebra EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By July of 2013, 14% of students in Algebra I will score at an achievement level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (49)	14%

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proficiency in delivering rigorous instruction through the use of differentiated instruction	Professional development on differentiated instruction	Classroom Teachers Curriculum Leader  Supervising	Analysis of PLC common assessments and benchmark exams Professional development	PLC-made tests Benchmark tests Algebra EOC

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	The Geometry EOC was used as an exam grade in 2012. The scores were reported by thirds (1 for low, 2 for middle, 3 for top) not by levels. According to the 2012 data, 42% scored in the top third. By July 2013, 45% of all students taking the Geometry End of Course test at Timber Creek High School will score at Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (234) scored in the top third	45% will score a level 3 or above

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty for ELL students in reading the test since the algebra EOC is mainly word problems. There has been a correlation found between reading scores and EOC scores.	Assist students with facilitators and materials in their native language	Classroom Teachers Curriculum Leader  Supervising Administrator	Analysis of PLC common assessments and benchmark exams	PLC-made tests Benchmark tests Geometry EOC
2	High Stakes Testing situations tend to stress students	Teach students test taking strategies	Classroom Teachers Curriculum Leader  Supervising Administrator	Analysis of PLC common assessments and benchmark exams	PLC-made tests Benchmark tests Geometry EOC
3	Students low in reading and comprehension	Introduce and include vocabulary and word problems from the beginning of the year  Teach students to decipher word problems and their meanings	Classroom Teachers Curriculum Leader  Supervising Administrator	Analysis of PLC common assessments and benchmark exams	PLC-made tests Benchmark tests Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	See Geometry Goal #1
2012 Current Level of Performance:	2013 Expected Level of Performance:
See Geometry Goal #1	See Geometry Goal #1



Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Algebra and Geometry	Kelli Early Steve Soubasis	Algebra and Geometry PLCs	By Spring, 2013	PLC meetings	Supervising Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	Substitutes	School Budget	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,200.00</b>

*End of Mathematics Goals*

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		N/A The number of students who take the Florida Alternate Assessment is less than 10.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:		N/A The number of students who take the Florida Alternate Assessment is less than 10.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Biology End-of-Course (EOC) Goals

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The Biology EOC was used as an exam grade in 2012. The scores were reported by thirds (1 for low, 2 for middle, 3 for top) not by levels. According to the 2012 data, 47% of Timber Creek High School's students scored in the top third. By July 2013, 50% of all students taking the Biology End of Course test at Timber Creek High School will score at Level 3 or above.

2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (409) scored in the top third	50% will score at level 3 or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attaining teacher and student proficiency with the Next Generation Science Standards	Increase teacher participation in the Biology PLC.  Match Biology EOC item specifications with classroom instruction.	Classroom teachers Supervising Administrator	Analysis of student performance on quarterly benchmark assessments and semester exams.  PLC group analysis of student performance on individual benchmarks.	County Biology Baseline and Progress Monitoring Tests (Edusoft)  Teacher-prepared formative and summative assessments  Biology EOC
2	Helping teachers diagnose student science misconceptions	Administer quarterly county-wide biology diagnostic assessments.  Reteach benchmarks where weaknesses have been documented.	Classroom teachers Supervising Administrator	Analysis of student performance on quarterly benchmark assessments and semester exams.  PLC group analysis of student performance on individual benchmarks.	County Biology Baseline and Progress Monitoring Tests (Edusoft)  Teacher-prepared formative and summative assessments  Biology EOC
3	Determining student readiness for the biology EOC	Administer quarterly county-wide biology diagnostic assessments.  Reteach benchmarks where weaknesses have been documented	Classroom teachers Supervising Administrator	Analysis of student performance on quarterly benchmark assessments and semester exams.  PLC group analysis of student performance on individual benchmarks.	County Biology Baseline and Progress Monitoring Tests (Edusoft)  Teacher-prepared formative and summative assessments  Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	See Biology Goal #1 since the levels cannot be differentiated.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
See Biology Goal #1 since the levels cannot be differentiated.	See Biology Goal #1 since the levels cannot be differentiated.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analysis of data	9-12	Vickie Seavers, Rebecca Green Bew, Brad Waltz	Biology PLC	Quarterly after each biology benchmark test	PLC Meeting	LRS Supervising Administrator Science Curriculum Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Science Goals*

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	By July 2013, 92% of all students taking FCAT Writing at Timber Creek High School will score at Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (645)	92%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students struggle with the writing process and expressing their ideas on paper.	Teacher experts will lead PLC based professional development through language arts and social studies which targets Write Traits strategies and transition to Common Core Standards.	Supervising administrators English Curriculum Leader Social Studies Curriculum Leader  LRS	The same writing prompt will be given to all ninth and tenth graders through language arts in September and December. The language arts department will then use the Write Traits rubric to score the essays and to identify weaknesses that need to be addressed prior to the FCAT Writing test. The social studies department will give an alternative writing assessment to be scored using the Write Traits rubric in October and January to monitor student progress.	Write Traits Rubric FCAT Writing test  Data Chats (teacher-student, teacher-administrator)
2	Diverse student needs within a large student population	Use of differentiated instruction to teach writing	Supervising administrators English Curriculum Leader Social Studies Curriculum Leader  LRS	The same writing prompt will be given to all ninth and tenth graders through language arts in September and December. The language arts department will then use the Write Traits rubric to score the essays and to identify weaknesses that need to be addressed prior to the FCAT Writing test. The social studies department will give an alternative writing assessment to be scored using the Write Traits rubric in October and January to monitor student progress.	Write Traits Rubric FCAT Writing test
3	Training teachers on the most effective ways to increase rigor with the classroom for all student populations.	Our teachers use PLC's, Lesson Studies and various district and school based training. We have designed our master schedule to give teachers time for collaboration	Supervising administrators English Curriculum Leader LRS	Marzano Teacher Evaluation System, High Stakes Testing Scores	FCAT Writing AP exams Final Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A The number of students who take the Florida Alternate Assessment is less than 10.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing	Language Arts (9th & 10th)	Vickie Seavers, Cathy Melton, Nikita McCaskill	9th & 10th grade language arts and social studies teachers	Bi-weekly from September to April	PLC Minutes Form, Student Samples	Supervising Administrators Language Arts Curriculum Leader  Social Studies Curriculum Leader  LRS

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	Substitutes	School Budget	\$2,500.00
			Subtotal: \$2,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Writing Goals

## U.S. History End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	For 2012-2013, teachers will increase their knowledge of the requirements for the U.S. History end of course exam that will be required in 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have no prior knowledge of the U.S. History end of course exam	Teachers will attend professional development provided by OCPS to learn about the requirements and begin planning calendars and instruction. Teachers will focus on content strategies as well as the incorporation of the Common Core State Standards.	U.S. History PLC Lead Supervising Administrator LRS	Evaluate test results Analysis of scores on FCAT Writing prompts due to the focus on Common Core State Standards	FCAT Reading and Writing scores U.S. History EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	See U.S. History Goal #1
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
U.S. History EOC/Common Core	9-12	Adam Lange Vickie Seavers	U.S. History PLC	Once a month throughout year	PLC Minutes	U.S. History PLC Lead LRS Supervising Administrator Social Studies Curriculum Leaders

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:



1. Attendance Attendance Goal #1:	Increase our attendance rate from 94.2% to 96% Decrease our students with excessive absences from 1242 to 1140 Decrease the number of students with excessive tardies from 709 to 635
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.21% (2928)	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1242 students	1140 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
709 students	635 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying individual students who have attendance issues in a school of 3,000.	Academic Referral Team addressing academic work and monitoring the attendance of students with academic issues.  Counselors monitor their alpha with any attendance issues.  Monitor attendance through discipline issues.  Attendance office sends reports to admin on excessive absences.	Guidance staff Deans Assistant Principals Principal	Review the student attendance through SMS, EDW and weekly attendance reports from the attendance office.  Review attendance referral data.	SMS and EDW Reports  Weekly attendance reports.
2	Stop the absences before they start	Review Progress Reports  Attendance letters as per OCPS policy.	Teachers Deans Assistant Principals Principal	Review student attendance through SMS, EDW and weekly attendance reports	SMS and EDW

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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N/A						
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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce the number of In-School Suspensions from 962 to 855  Reduce the number of Students suspended In-School from 480 to 432  Reduce the total number of suspensions from 249 to 209  Reduce the number of students suspended out of school from 206 to 186
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
962	855
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
480	432
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

249	209
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
206	186

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students that are receiving repeated suspensions.	Using PBS for positive behavioral support.  Intervention by deans and assistant principals.  Parental involvement in the early stages of the students behavior.  On-going communication with parents, teachers and admin team to encourage appropriate behavior at school.	Teachers, deans and PBS coordinator.  Safe Coordinator, Guidance counselors and New Horizons counselor.  Dean or assistant principal administering discipline.	Analyze the total number of times repeated suspensions occur with the same student.  Compare the number of suspensions from the previous school year each grading period.  Admin meetings to review any changes as needed to reduce the number of students with repeated suspensions.  Review data on SMS or EDW to see suspension trends and the type of offenses. Develop strategies to address those areas.	SMS data or teacher data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Suspension Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		The most current year data available from OCPS and the state is for 2010-2011.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
.1% for 2010-2011		.1%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
96.3% for 2010-2011		97%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Behind in credits/GPA low	E20/20 credit recovery Night School FLVS	Guidance Counselors Teachers	Graduation Rate FCAT scores Credits recovered	Graduation requirements met FCAT passed Final grades
2	Attendance	RTI process Truancy process Parent/Teacher conferences Administrative interventions Saturday credit recovery	Guidance Counselors Teachers SAFE Deans Administrators Parents	Graduation Rate Attendance Rate	Attendance Record Final Grades FCAT passed

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Recovery	Staff	Facility Rental Funds	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the number of parent volunteers from 1173 (39%) to 1273 (42%).  Increase the total hours volunteered from 9,400 hours to 9,500 hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
1173 volunteers with 9,400 hours	1273 volunteers with 9,500 hours

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Full-time workers Not having information	Evening and day programs, workshops, and trainings for students and parents  Develop parent resource handbook  Continue promoting the Parent Resource Center as a place for parents on campus	Guidance Counselors Parent Volunteers  Deans Supervising Administrators Teachers	Parental Feedback Survey results	Survey Monkey Feedback
2	Language	Bilingual intervention (PLC)	Guidance Counselors Parent Volunteers  Deans Supervising Administrators Teachers	Parental Feedback Survey results	Survey Monkey Feedback
3	Access to computer technology (Email, ProgressBook, Guidance website)	Provide computer access for parents in our Parent Resource Center	Guidance Counselors Parent Volunteers  Deans Supervising Administrators Teachers	Parental Feedback Survey results	Survey Monkey Feedback

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Parent Involvement Goal(s)*

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Teacher directed technology use through activities that support teaching and learning through projects requiring students to use computer applications, probe ware and other online learning activities to design solutions, communicate findings, and defend arguments. Based upon 2011—2012 Algebra EOC exams, 58.1% of students were proficient. By July 2013, 61.1% of students will be proficient as tested by Algebra EOC.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with software/hardware applications that are needed for coursework.	Activities based, project based learning that incorporates both software/hardware skills, and course content simultaneously.	Mrs. Daphne Flakes, Assistant Principal, Mrs. Jennifer Kane, "Project Lead the Way" Teacher, Mr. Phillip Tillery, "Gaming and Simulation" Teacher, Mr. Lanny Wood, "Project Lead the Way" Teacher	Teacher monitoring, Pretest and Post Test of required application skills associated with a given task, lesson, or project.	Lesson, Project, with a final Portfolio
2	Students are lacking mathematical skills applicable to the courses.	Provide math tutoring via "one-on-one" lessons w/demonstrations, as well as, online presentations and lessons that a student can complete at their own pace.	The teacher of the given course along with the student.	Teacher monitoring, Pretest and Post Test of required mathematical skills associated with a given task, lesson, or project.	Project and application outcomes

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Lead The Way—Virtual Academy for Professional Development	9—12, PLTW courses	A combination of instructor and PLTW.	STEM PLC	April 2013, but will be ongoing	PLC Meeting	The instructors/teachers

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Project Lead the Way	Technology	Grant	\$15,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,000.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE		25% of Computing for College and Careers (CCC) will pass the industry certification exams.			
CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students understanding of Microsoft Office and CIW applications	Introduce students to Microsoft Office.  Provide lessons where students can practice using program.  Provide opportunity for students to create assignments/projects	Career and Technical Education teachers Supervising Administrator	Student work Industry practice test	Final Industry Certification Test



		where students must utilize various Microsoft Office applications to demonstrate mastery of program			
		Introduce technical language for preparation for CIW			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Industry Certification	9-12	Liz DiGiovanni	CTE Teachers	2nd Wednesday of each month	PLC meetings	Supervising Administrator

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
CIW	Site License for students to take ICE	School Budget	\$7,500.00
Industry Certification	Computers and Software	Grant	\$40,000.00
Certiport ACA Testing Site	Site License for students to take ICE	School budget	\$3,175.00
Microsoft Office (MOS) Testing Center	Site License for students to take ICE	School budget	\$3,175.00
Certiport Pretest – Office 07	Practice Test	School budget	\$2,000.00
Auto desk – K12	Software	School budget	\$2,950.00
Quick Book and 3 tests	Software	School budget	\$99.00
			Subtotal: \$58,899.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$58,899.00

## Additional Goal(s)

### Advanced Placement Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Advanced Placement Goal Advanced Placement Goal #1:			Timber Creek High School will increase performance in advanced placement programs.		
2012 Current level:			2013 Expected level:		
54.9% (1072) of students who took AP exams passed.			58% of students who will take AP exams will pass .		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse student needs	Differentiated instruction to meet the needs of all students	AP Coordinator Supervising Administrator AP Teachers	Compare pre and post test scores  Evaluate practice AP exams	AP Exams

### Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student support	9-12	Beth Eskin Margarete Bermudez	AP/APC teachers	Per nine weeks	PLC meetings	AP Coordinator LRS Supervising Administrator

### Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Advanced Placement	AP exams	School budget	\$200,000.00
			Subtotal: \$200,000.00
Grand Total: \$200,000.00			

End of Advanced Placement Goal(s)

## Upper level math/science Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Upper level math/science Goal Upper level math/science Goal #1:	Timber Creek High School will increase performance in upper level mathematics (beyond algebra II) and science courses beyond chemistry.				
2012 Current level:	2013 Expected level:				
88.2% (507) scored C or higher in upper level math courses 97.5% (1033) scored C or higher in upper level science courses	90% will score C or higher in upper level math courses 98.5% will score C or higher in upper level science courses				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse student needs	Differentiated instruction to meet the needs of all students	Science Teachers Math Teachers Administration LRS	Analyze tests and assignments Data chats with students	Progress reports and report cards

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Upper level math/science Goal(s)

## College Dual Enrollment Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. College Dual Enrollment Goal College Dual Enrollment Goal #1:	Timber Creek High School will increase enrollment in college dual enrollment programs.
2012 Current level:	2013 Expected level:
2% (34) of juniors and senior were enrolled in the dual enrollment program	3% of juniors and seniors will be enrolled in the dual enrollment program

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Assessment scores on PERT especially in the area of math prevents some students from being eligible	Emphasis on college ready math skills within junior and senior level math courses	Language Arts Teachers Math Teachers Supervising Administrators	Analyze report cards Analyze standardized test results Data chats with students	Report cards, PERT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of College Dual Enrollment Goal(s)

### College and Career Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. College and Career Readiness Goal		Timber Creek High School will increase college and career readiness.		
College and Career Readiness Goal #1:				
2012 Current level:		2013 Expected level:		
See STEM Goal #1		See STEM Goal #1		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See Stem Goal PD						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of College and Career Readiness Goal(s)

ACT Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. ACT Goal		Timber Creek High School will increase the number of students earning at or above 21.2 on the ACT.		
ACT Goal #1:				
2012 Current level:		2013 Expected level:		
See SIP Reading Goals 1-5		See SIP Reading Goals 1-5		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See Reading Goals 1-5 PD						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of ACT Goal(s)

Achievement Gap Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Achievement Gap Goal Achievement Gap Goal #1:	Timber Creek High School will decrease the achievement gap for each identified subgroup by 10% by June 30, 2016.
2012 Current level:	2013 Expected level:
See SIP Reading Goals 5A-5E as well as Algebra and Geometry Goals	See SIP Reading Goals 5A-5E as well as Algebra and Geometry Goals
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See Reading Goals 5A-5E PD as well as Geometry and Algebra Goal PD						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Achievement Gap Goal(s)*

Fine Arts Enrollment Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Fine Arts Enrollment Goal	Timber Creek High School will increase fine arts



Fine Arts Enrollment Goal #1:	enrollment.
2012 Current level:	2013 Expected level:
Dance classes are not available for students.	At least two dance classes (40 students) will be offered.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	Advertise through classrooms and WOLF TV as well as guidance registration	Guidance counselors Dance teacher	Evaluate enrollment figures and retention	Registration forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

## Technical Centers Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Technical Centers Goal Technical Centers Goal #1:	Timber Creek High School will work cooperatively with Technical Centers.
2012 Current level:	2013 Expected level:
5% (40) of seniors are enrolled in a technical center	7% of seniors will enroll in a technical center

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading level of students prevents them from being eligible for tech programs	Professional Development on text complexity and Common Core demands on reading for college and career readiness	Literacy Coach LRS Supervising Administrators	Evaluate reading scores on ACT, SAT, and PERT	Acceptance numbers from tech centers

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Technical Centers Goal(s)

## Special Education Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Special Education Goal Special Education Goal #1:	Timber Creek High School will decrease disproportionate classification in special education.		
2012 Current level:	2013 Expected level:		
N/A – At Timber Creek High School, students are rarely evaluated for placement in special education for the first time. See the MTSS/RtI implementation plan.	N/A – At Timber Creek High School, students are rarely evaluated for placement in special education for the first time. See the MTSS/RtI implementation plan.		
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
No Data Submitted			

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

## Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Special Education Goal(s)

## Early Completion of Algebra I Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Early Completion of Algebra I Goal Early Completion of Algebra I Goal #1:	Timber Creek High School will increase the number of students who successfully complete algebra I prior to 10th grade.			
2012 Current level:	2013 Expected level:			
See SIP Algebra Goal #1 above	See SIP Algebra Goal #1 above			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See Algebra Goal PD						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Early Completion of Algebra I Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Ten Steps	Leveled benchmark instruction for grades 9-12 with mini-lessons and skill practice.	Timber Creek High School	\$7,500.00
Dropout Prevention	Saturday Recovery	Staff	Facility Rental Funds	\$10,000.00
				Subtotal: \$17,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Project Lead the Way	Technology	Grant	\$15,000.00
CTE	CIW	Site License for students to take ICE	School Budget	\$7,500.00
CTE	Industry Certification	Computers and Software	Grant	\$40,000.00
CTE	Certiport ACA Testing Site	Site License for students to take ICE	School budget	\$3,175.00
CTE	Microsoft Office (MOS) Testing Center	Site License for students to take ICE	School budget	\$3,175.00
CTE	Certiport Pretest – Office 07	Practice Test	School budget	\$2,000.00
CTE	Auto desk – K12	Software	School budget	\$2,950.00
CTE	Quick Book and 3 tests	Software	School budget	\$99.00
				Subtotal: \$73,899.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training on Common Core	Substitutes	School Budget	\$2,000.00
Mathematics	Common Core Training	Substitutes	School Budget	\$1,200.00
Writing	Common Core Training	Substitutes	School Budget	\$2,500.00
				Subtotal: \$5,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Paper for dense text articles for each student.	Additional paper for social studies, language arts, and reading classes.	Timber Creek High School	\$10,000.00
Advanced Placement	Advanced Placement	AP exams	School budget	\$200,000.00
				Subtotal: \$210,000.00
				Grand Total: \$307,099.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 11/12/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Parent communication	\$1,000.00
Teacher Grants	\$3,000.00

Describe the activities of the School Advisory Council for the upcoming year

Continue work on the parent directory  
Provide support for parents, students and teachers through support of the college and career center, collecting books for classroom libraries, and helping to promote awareness of curriculum and testing changes.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Orange School District TIMBER CREEK HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	90%	90%	56%	300	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	78%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	68% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					545	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District TIMBER CREEK HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	88%	91%	54%	295	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	79%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	67% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					564	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested