

Orange County Public Schools

# Timber Creek High



2022-23 Schoolwide Improvement Plan

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# Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

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

## Demographics

**Principal: Marc Wasko**

Start Date for this Principal: 7/15/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	36%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (67%) 2018-19: A (67%) 2017-18: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Timber Creek High

1001 AVALON PARK BLVD, Orlando, FL 32828

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	36%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	A	A	A	A

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To ensure every student has a promising and successful future.

**Provide the school's vision statement.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Paduano, Kelly	Principal	Oversees overall school operations Oversees social studies department Budget Teacher and administrative evaluatoins
Flakes, Daphne	Assistant Principal	Oversees mathematics and CTE departments Oversees office personnel School Improvement Mental Health Support Team Title IX Coordinator
Boettner, Jeff	Assistant Principal	Oversees science and wellness departments Safety and Security Discipline and Supervision Facilities Athletics and Activities Threat Assessment Team Hurricane Coordinator
Sheeran, Richard	Assistant Principal	Oversees English language arts and exceptional student education departments Testing Digital Support and Technology MTSS/ELL (English Language Learners)/Gifted
Wasko, Marc	Assistant Principal	Oversees guidance, world languages, and arts departments 504s Master Schedule
Seavers, Vickie	Instructional Coach	Professional Development Data Reporting New Teacher Support Pre-Planning Schedule Interns Grant Coordinator Canvas Support School Improvement Plan
Mahaffey, Melanie	Instructional Media	Professional Development Battle of the Books Student Assistants Canvas Support Device Inventory/Reporting Loss/Theft Investigations Inventory



Name	Position Title	Job Duties and Responsibilities
Roth, Suzanne	Reading Coach	MTSS Team Nighttime Supervision Concordant Score Monitoring English Language Arts Support Reading teacher
DeLeon, Yokasta	Dean	Discipline and Supervision Threat Assessment Team Nighttime Supervision Positive Pathways Liaison Food and Nutrition Services Title IV Backup
Abromavage, Dorothea	Other	AP Coordinator Advanced Studies Advanced Placement Testing Advanced Placement Choice Advanced Placement Liaison College Board Liaison College and Career Monitoring Project Impact

**Demographic Information**

**Principal start date**

Friday 7/15/2016, Marc Wasko

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Total number of teacher positions allocated to the school**

211

**Total number of students enrolled at the school**

3,498

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

11

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

26

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	860	870	904	822	3456
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	184	225	324	275	1008
One or more suspensions	0	0	0	0	0	0	0	0	0	0	55	52	52	38	197
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	45	8	23	81
Course failure in Math	0	0	0	0	0	0	0	0	0	0	10	10	26	29	75
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	156	119	127	0	402
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	107	76	127	46	356
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	156	119	127	0	402

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	119	125	150	83	477

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	1	2	5

**Date this data was collected or last updated**

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	5	788	840	817	790	3240
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	52	100	101	98	353
One or more suspensions	0	0	0	0	0	0	0	0	0	16	26	11	3	56
Course failure in ELA	0	0	0	0	0	0	0	0	0	30	43	82	71	226
Course failure in Math	0	0	0	0	0	0	0	0	0	41	84	63	102	290
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	72	104	59	55	290
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	53	96	55	54	258
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	72	104	59	55	290

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	65	122	92	93	372

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	2	2	8

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	5	788	840	817	790	3240
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	52	100	101	98	353
One or more suspensions	0	0	0	0	0	0	0	0	0	16	26	11	3	56
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Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	53	96	55	54	258
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	72	104	59	55	290

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**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	2	2	8

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	49%	51%				73%	55%	56%
ELA Learning Gains	61%						61%	53%	51%
ELA Lowest 25th Percentile	41%						50%	40%	42%
Math Achievement	52%	36%	38%				58%	43%	51%
Math Learning Gains	57%						52%	49%	48%
Math Lowest 25th Percentile	52%						46%	46%	45%
Science Achievement	80%	31%	40%				86%	70%	68%
Social Studies Achievement	86%	43%	48%				81%	73%	73%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	67%	18%	67%	18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	69%	11%	70%	10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	63%	-19%	61%	-17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	53%	9%	57%	5%

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	25	37	31	24	46	50	43	63		97	39
ELL	33	54	50	39	48	46	59	71		100	72
ASN	80	69	47	76	68		95	88		100	88
BLK	62	58	40	37	49	41	67	78		100	59
HSP	61	59	43	45	54	48	74	82		100	75
MUL	73	55	23	71	67		86	91		100	79
WHT	76	63	38	62	61	63	87	92		99	79
FRL	54	53	40	40	52	45	67	81		99	68
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	43	39	22	31	26	33	53		100	35
ELL	41	64	61	36	39	32	63	57		100	69

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	85	69	53	62	39		83	97		100	88
BLK	67	67	43	40	30	21	72	80		100	58
HSP	64	60	50	36	28	27	72	78		100	69
MUL	83	82		54	29		81	95		100	88
WHT	80	69	53	59	36	29	86	83		100	84
FRL	60	60	50	36	30	31	67	72		100	62

  

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	40	31	28	54	55	48	55		95	29
ELL	43	57	53	45	51	46	67	56		98	54
ASN	88	67	54	76	42		96	91		98	82
BLK	65	59	50	40	43	33	73	63		98	43
HSP	66	57	50	55	54	49	81	74		98	62
MUL	78	61	50	71	68		94	95		100	67
WHT	80	64	49	65	51	47	90	90		100	72
FRL	58	57	52	48	53	48	75	65		98	58

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	730
Total Components for the Federal Index	11
Percent Tested	97%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Timber Creek High School continues on its path towards academic excellence as indicated by a school grade of an “A.” Instructional staff continue to provide quality instruction in order to help students achieve proficiency on the FSA/EOC in the areas of English language arts, algebra, geometry, biology, and United States history.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The 2022 state assessments indicated that one area of improvement is in the language arts proficiency levels. The overall proficiency level for English language arts across 9th and 10th grades was 68%. This level is lower than the proficiency levels in 2021 where it was 73%. The learning gains for English language arts also dropped from 65% to 61% with the lowest 25% dropping in learning gains from 51% to 41%. The English language arts proficiency was lower than the proficiency levels for biology (80%) and United States history (86%), but it was greater than the proficiency levels for algebra and geometry combined (52%). The proficiency level for math continued to show a need for improvement with learning gains at 57%.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The decrease in the area of English language arts was affected by the learning losses that had occurred during the pandemic. During the 2021-2022 school year, students were back for face-to-face instruction, but student attendance varied due to spikes in COVID infections throughout the year and parents’ concern for their students’ health. Online and face-to-face tutoring was offered; however, student participation was lower than anticipated. A lower level of reading comprehension was seen in this year’s students which impacted their ability to comprehend grade level texts.

In order to address the learning losses that occurred in English language arts, positions were created for two ELA interventionists to provide support to teachers and students. The interventionists will either push into classrooms or work with students individually or in small groups. ELA teachers will also have an intervention period as well as a planning period in order to work with students, plan, and analyze data. Algebra and geometry interventionists will also be available to help students who are struggling with the math standards. Algebra and geometry teachers will also have intervention and planning periods.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math achievement showed the most improvement on the 2022 state assessments. The number of students who showed to be at proficiency in algebra and geometry combined increased from 46% to



52%. Learning gains increased from 32% in 2021 to 57% in 2022 while learning gains for the lowest 25% increased from 26% to 52%.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Administrative support and teacher collaboration were contributing factors to the increase in math scores. The algebra and geometry professional learning communities met weekly to plan and share ideas for lessons as well as analyze data from summative assessments. Instructional decisions were based on the assessment results. An additional algebra teacher was hired to push into classrooms and to work with students in small groups. Geometry utilized tutors in the classrooms to assist students.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, the use of collaborative planning and tutors needs to continue. The addition of interventionists and the intervention planning period will provide the additional support necessary to increase student achievement.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be provided through the professional learning communities. Training will begin during pre-planning on the use of the interventionists and the intervention planning periods. Professional learning communities will meet with the interventionists to determine student needs and ways to increase student achievement. The interventionists from the different subject areas will also meet in their own professional learning community to research and plan how to provide academic support. Professional development will also involve analyzing data from district and state assessments.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Tutoring services will continue to be provided in order to continue to increase student achievement. During the 2021-2022 school year, students had the options of after school tutoring with their teachers, Saturday tutoring, subject specific boot camps, tutors in the classroom, and online tutoring twice a week. Tutoring options will be continued for the 2022-2023 school year to provide academic support in all subject areas.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

## #1. ESSA Subgroup specifically relating to Students with Disabilities

### Area of Focus

#### Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In analyzing the subgroup data for the English language arts, algebra EOC, and geometry EOC, scores for students with disabilities has been consistently lower than the overall school for the past three reporting cycles. The percentage of students with disabilities who have scored at proficiency or who have made learning gains have been less than the overall school performance scores.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, Timber Creek High School will increase the number of ninth and tenth grade students making learning gains on the 2023 statewide language arts end of the year progress monitoring assessment by 2%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through the quantitative data collected through the Fall, Winter, and Spring progress monitoring assessments provided by the district and state. Ninth and tenth grade professional learning communities will analyze data from common assessments to determine strengths and weaknesses in student learning.

Person responsible for monitoring outcome:

Richard Sheeran (richard.sheeran@ocps.net)

### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Timber Creek High School will use distributive leadership to strengthen team dynamics and collaboration in order to build academic expertise with the students and provide school supports for the families.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school with strengthen the integration of instructional strategies and deliberate practices that will support the academic development of every student. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model Timber Creek High School can implement efficient and sustainable continuous improvement practices that will support the academic development of every student.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly meetings of the members of the ninth and tenth grade English language arts PLCs will help identify student learning needs to prepare for academic instruction.

English language arts interventionists, the instructional coach, and the Multi-Tiered System of Support Coordinator will work with the ELA PLCs to provide classroom support and data analysis.

**Person Responsible** Richard Sheeran (richard.sheeran@ocps.net)

**#2. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When comparing the proficiency levels on statewide assessments for English language arts, algebra, geometry, biology, and United States history, the lowest percentage of students at proficiency have been in both math subjects. Even though the number of students at proficiency improved for algebra and geometry in the 2021-2022 school year, this number is still lower than the other statewide tested subject areas. During the 2022-2023 school year, the B.E.S.T. standards are being implemented in algebra and geometry. Students will be tested on these new standards.

Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By June 2023, Timber Creek High School will increase the number of students scoring at proficiency level on the 2023 statewide algebra and geometry end of the year assessments by 2%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through the quantitative data collected through the Fall, Winter, and Spring progress monitoring assessments provided by the district and state. Algebra and geometry professional learning communities will analyze data from common assessments to determine strengths and weaknesses in student learning.

**Person responsible for monitoring outcome:**

Daphne Flakes (daphne.flakes@ocps.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Timber Creek High School will use distributive leadership to strengthen team dynamics and collaboration in order to build academic expertise with the students and provide school supports for the families.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.**

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate practices that will support the academic development of every student. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model

**Describe the resources/ criteria used for selecting this strategy.**

Timber Creek High School can implement efficient and sustainable continuous improvement practices that will support the academic development of every student.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly meetings of the members of the algebra and geometry PLCs will help identify student learning needs to prepare for academic instruction. Algebra and geometry interventionists, the instructional coach, and the Multi-Tiered System of Support Coordinator will work with the algebra and geometry PLCs to provide classroom support and data analysis.

**Person Responsible**

Daphne Flakes (daphne.flakes@ocps.net)

**Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

**Describe how the school addresses building a positive school culture and environment.**

Through a distributive leadership model, schools use professional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use a common language to support a positive culture of learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Timber Creek High School continues to work to on building and establishing a culture for learning with adults and students. Student learning continues to be enhanced with opportunities to interact with other students and participate in activities that have meaningful connections to the curriculum. Our goal is to increase the percentage of conflict resolutions among student by continuing to use restorative practices with students in conflict. Additionally, Timber Creek High School will work to increase the number of staff

members trained in restorative practices. This will allow teachers to focus their attention on incorporating proven instructional strategies geared towards improving student achievement. Timber Creek High School plans to incorporate conflict-resolution instruction into Learning Strategies classes.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

All administrators at Timber Creek High School participate in the process of gathering and analyzing data collected on the impacts of student learning. Administrators, teacher leaders, and instructional support personnel will continue to participate in trainings on positive school culture and provide trainings for teachers on strategies. The SAFE Coordinator, Guidance Counselors, Administrators, and the School Psychologist will serve on a committee for the purpose of discussing strategies and practices we can put in place to assist students with expressing their feelings in a respectful way.