Executive Summary

Timber Creek High School
Orange County Public Schools

Kelly Paduano, Principal
1001 Avalon Park Blvd.
Orlando, FL 32828
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Description of the School</td>
<td>2</td>
</tr>
<tr>
<td>School's Purpose</td>
<td>4</td>
</tr>
<tr>
<td>Notable Achievements and Areas of Improvement</td>
<td>6</td>
</tr>
<tr>
<td>Additional Information</td>
<td>8</td>
</tr>
</tbody>
</table>
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Timber Creek High School, is located in East Orange County, south of the University of Central Florida and the Research Park Complex, and encompasses 97 acres. This attractive, prototype facility opened in August 2001 with many exciting features. The school consists of eight buildings clustered around a landscaped courtyard, and 32 portables. Timber Creek opened with an enrollment of 1,600 students and has grown each year. The 2008-2009 school year opened with 4,450 students. Due to the opening of East River High School, the relief school for Timber Creek, enrollment for 2009-2010 was around 3,300. The enrollment for the 2014-2015 school year was approximately 3,119. The enrollment for the 2015-2016 is projected to be at approximately 3,300. The student body is a reflection of the ever-increasing diversity in the community. Demographics for the 2014-2015 school year show the student body was 43.8% White, 3.2% Multiracial, 36.4% Hispanic, 10.4% Black, 0.4% American Indian and 5.9% Asian. For the same school year, 33.5% of the students were eligible for free and/or reduced lunch, 25.7% received English Language Learner (ELL) services and 25.8% received Exceptional Student Education (ESE) services. The administrative team consist of one principal and five assistant principals. The demographics of the administrative team is one Hispanic male, two White males, two White females and one Black female. There are one hundred seventy-four teachers, six educational para professionals, and twenty-three classified on staff. The demographic make-up for the staff (excluding administration) is 9% Black, 15% Hispanic, 73% White, 1.5% American Indian and 1.5% Asian. The instructional staff is 58% female and 26% male. The para professionals are 83% female and 17% male. The classified is 70% female and 30% male. The school serves a community which includes major developments including the subdivisions of Waterford Lakes, Stoneybrook, Eastwood, and Avalon Park.

Classrooms in original buildings feature audio-enhancement equipment and multi-media projection equipment. Including the Media Center, the school has five computer labs. The school's features also include a closed circuit television production studio, a state-of-the-arts performing arts center, and specialized vocational and technical laboratories. Athletic facilities include a 3,500 seat stadium, two fully equipped weight rooms, a dance studio, and a 2,562 seat gymnasium.

For the 2014-2015 school year, Timber Creek was ranked in the top 100 of the Washington Post's "America's Most Challenging High Schools." This ranking is based on "Excellence and Equity." Timber Creek has been an A rated school, for the past three years, by the Florida Department of Education. Our programs are diverse and ever-expanding. Students may take advantage of such offerings as SAT/ACT preparation, numerous Advanced Placement (AP) courses, the Advancement Via Individual Advancement (AVID) program, the Advance Placement (AP) Choice program, English Language Learners (ELL), Exceptional Education curricula, Project Lead the Way (PLTW) Engineering and Biomedical programs, and a World Language department offering Spanish, French, German, and Latin. Students, participating in our Career Theme Education Academies, also have the opportunity to obtain industry certifications in specialty areas such as: Information technology, Photoshop, Microsoft Office Suite and Veterinary Assistance just to name a few. We have earned several important education grants. Through the partnership with the Central Florida Federal Credit Union, the campus has a full-time banking institution operating during the school year and ran by students of Timber Creek High School.

Tutoring along with the scaffolding of the students' learning have been priorities of Timber Creek High School. For struggling students, the school gives access to tutoring during the day and after school as well as through Saturday Schoon intervention, credit recover opportunities and evening courses. All of the programs are supported by an extremely talented faculty and excellent support staff. Several faculty members hold National Board Certification and many have advanced degrees. Timber Creek High School will continue to provide a rigorous
and relevant education, which supports our motto, “Together We Will Ensure Success for All Students.”
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

All schools in Orange County share the same vision and mission. Our vision is to be the top producer of successful students in the nation, and our mission is to lead our students to success with the support and involvement of families and the community. To focus our efforts to accomplish our mission and achieve our vision, the Orange County Public School board and the superintendent set five broad goals.
1. Intense Focus on Student Achievement
2. High-Performing and Dedicated Team
3. Safe Learning and Working Environment
4. Efficient Operations
5. Sustained Community Engagement

In addition to our commitment to the district mission and vision, Timber Creek High School (TCHS) has a vision of "Together we will ensure success for all students." In an effort to communicate our focus to the students, parents, community and stakeholders, the school's vision statement is posted in the front office, in the library, principal's office and front office conference room. The vision is referenced daily in the announcements, and by administrators through listing the vision as a part of their signatures in their emails. To further communicate and move toward achieving our vision, the school holds regularly scheduled Parent Teacher Student Association (PTSA) meetings, School Advisory Council (SAC) meetings, TCHS Boosters meetings and TCHS Foundation meetings. On the Friday before the week of pre-planning, all students are invited to participate in Pack is Back, an annual event for new and returning students to pick up their schedules, register their lockers, purchase school memorabilia, and learn about student clubs and organizations on campus. The mission statement is published on school letterhead, on the school's website and in the school newsletter.

It is our goal to create an environment that is abundant in rigor and relevance and that cultivates an educational atmosphere conducive to successful student achievement. Timber Creek High School is a place with high expectations for students, where teachers, staff and students work together to build a strong academic foundation based on state and national standards. Teachers employ key indicators and performance expectations for student achievement guided by Florida State Standards, the school improvement plan, state and national exams, district benchmark tests and a variety of other common assessments created by collaborative groups within the district and school. Analyzing the indicators and data collected allows for the identification of student achievement needs and the development and implementation of programs to meet these needs. As part of a district wide reading initiative, TCHS has implemented the use of Achieve 3000, Read 180 and Systems 44 with our students in Intensive Reading classes in grades nine and ten, ELL Language Arts classes and ESE students (all levels). The purpose of Achieve 3000, Read 180 and Systems 44 is to increase instructional rigor in the classroom by exposing students to grade appropriate text complexity and strategies as well as to increase literacy in the content areas by aligning Achieve 3000, Systems 44 and Read 180 with lessons to instructional goals and reading benchmarks.

In an effort to assist students with completing their half credit in American Government and completing one full credit online, we decided to offer blended Government during the 2014-2015 school year. This blended course is only available to seniors and allows students to have more flexibility to accelerate their completion if needed. For the 2015-2016 school year, we will no longer be offering World Culture Geography as it is not a required graduation credit.
As a result of 2013 Biology End of Course exam results, we added Integrated Science for our identified incoming ninth grade students in an effort to provide them with additional support for the Biology End of Course Exam.
The OCPS 2014-2015 High School Reading Placement Chart was used to determine intensive reading course requirements for all Regular Education, ESE and ELL Students on the regular diploma track. In accordance with the district wide reading initiative, Timber Creek High School implemented two double block Read 180/System 44 classes for all ninth grade students with a 2014 FCAT 2.0 Reading score of Level 1. Assessments within the Read 180 program were administered to ensure all students were placed in the appropriate level of instruction. Program assessments include the SRI (Scholastic Reading Inventory for Read 180) and the SPI (Scholastic Phonics Inventory for System 44). After reviewing the SRI and SPI scores, students in need of comprehensive intervention to address foundational reading skills such as phonics, phonemic awareness and language acquisition were placed in System 44. Students whose reading achievement is below the proficient level was placed in Read 180 to strengthen fluency, vocabulary development and reading comprehension.

For the 2015-2016 school year, we have decided to reduce our reading department from seven reading teachers to four, due to changes in reading requirements. We will have Intensive Reading classes for grades nine and ten. Grade eleven and twelve reading classes will continue to include ACT/SAT prep.

An analysis of data from the 2013 Industry Certification Exams (ICE) results, led to the Career Theme Education (CTE) department developing a uniformed dashboard that allows them to monitor student progress in preparation for their assigned industry certification exams. The CTE department meets regularly to discuss their data, documentation for their program, recruitment strategies, ways to increase performance and participation on industry certification exams and ideas on how to grow their respective programs.

Collaborative teams are continually analyzing the effectiveness of instruction. Via the new Instructional Management System (IMS), teachers have access to students' performance throughout the year on benchmark assessments, FCAT data, classroom data, and End of Course Exam data. Some teachers have worked collaboratively to develop common assessments. Administrators conduct formal and informal observations to analyze instructional methodology and to ensure that the academic goals of the school are being met. As follow up to the observation, they provide conferencing and reflection time as a method of helping teachers focus on student achievement.

Students at Timber Creek High School are assigned a guidance counselor, by alphabet, who is available to them before and after school, during lunch and by appointment. Additionally, each of the three deans is assigned to students by grade level and each of the five assistant principals serve as additional support for concerns in areas and departments they oversee. The special needs population of Exceptional Student Education (ESE) is served not only by two guidance counselors designated to ESE and Gifted, but also by designated resource personnel. The ESE Placement Specialist develops ESE students' Individual Education Plan (IEP) and monitors their academic progress with the assistance of the Inclusion Coach. English Language Learner (ELL) students have Language for English Proficiency (LEP) plans and Academic Needs Identification (ANI) plans that are formulated by the ELL Compliance Teacher, parent and guidance counselor. Students needing additional support services not available in the school setting receive help through the Students Assistance Family Empowerment (SAFE) coordinator. Timber Creek High School students have the opportunity to take courses through Florida Virtual School and to attend classes at Valencia Community College, Orlando Technology, Mid-Florida Technology and/or The University of Central Florida through our dual enrollment program.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The students, teachers, administration, staff and parents of Timber Creek High School work together to provide our students with the best opportunities, both in and out of the classroom. Timber Creek has received an A rating from the Florida Department of Education for the past three years.

In 2013, three hundred thirty students received scholarships and the class of 2013 received a total of $5,205,550.00 in scholarship money. One hundred thirty-two of the graduating seniors were recognized as Bright Futures Florida Medallion Scholars and sixty-one were recipients of the Bright Futures Academic Scholarship. Nine seniors in the graduating class were recognized, by Orange County Public Schools, as Super Scholars for being accepted into at least one of the top 20 national and international universities and liberal arts colleges, as ranked by US News and World Report. Our graduation rate in 2013 was 94%.

In sports, our football, flag football, Boys Golf, Girls Lacrosse, Softball, Boys Swimming, Wrestling were all metro champions. Our Cheerleading team was state champion and Baseball, Flag Football, Boys Golf, Girls Lacrosse, Softball and Wrestling were also district champions for the 2014-2015 school year.

With a graduation rate of 95.6%, the graduating class of 2014 received a total of $5,765,517.00 in scholarships and three hundred three members of the graduating class received scholarship offers. Eleven of our 2014 graduating seniors were recognized, by Orange County Public Schools, as Super Scholars. Fifty-four of our 2014 graduating seniors were recipients of the Bright Futures Florida Academic Scholars. To foster our relationship with our parents, we have increased the number of Parent Information Nights hosted at the school throughout the year. The PTSA and guidance department, host an annual College Fair which affords our junior and senior students the opportunity to meet with over sixty-five representatives from colleges, universities, technical/vocational programs and branches of the armed services. In 2014 we had two hundred forty industry certifications earned through our Career and Technical Education department. We also had a pass rate of 60% or higher on the following Advance Placement exams: Calculus BC, Computer Science, English Language, English Literature, French Language, German Language, Japanese Language, Latin, Music Theory, Spanish Language, Spanish Literature, Studio Art 2D, Studio Art 3D, Studio Art Drawing, and World History. According to the National Speech and Debate Association in 2014-15, our speech and debate program was named the top public school program in our district (which encompasses Jacksonville and Gainesville to Orlando). Our contributions to the Central Florida Debate Initiative (CFDI) have resulted in the development of new debate programs at over 15 high schools in the area.

According to the U.S. News and Report in 2015, Timber Creek is rated number forty-seven among the Best Schools in Florida. Seven of our graduating seniors are recognized as Super Scholars. The Timber Creek Robotic Team, BANGARANG, placed first in the state in the Vex Robot Skills challenge and went on to compete in the World competition. The Academy of Information Technology was recognized by the Distinguished Academy of Information Technology by NAF (National Academy Foundation) for the second year in a row. Three members of the TCHS Debate Team were selected to serve on the Florida District World Schools Debate Team and have been invited to compete at the National Speech and Debate Association's National Championship. Our Future Farmers of America (FFA) earned third place in the state at the Floriculture Career Development Event (CDE). Two student members, from our Law Studies and Court Procedure classes, advanced to the Moot Court Finals and argued in front of the Florida Supreme Court.
Notably, our Peer Inclusion Team (PIT Crew), which was started in 2011 has changed the culture of Timber Creek High School to become a model school for inclusion of all students. Multiple schools across the district have visited our school to observe our PIT Crew students in classrooms. Due to the popularity of the program we currently have 130 students serving over 300 students with disabilities. The PIT Crew students serve in a wide variety of classroom levels, from the self-contained intellectually disabled class to honors classes. It is evident that the PIT Crew program will continue working hard to keep all students in the race to learn and achieve!

While Timber Creek High School has worked diligently with all stakeholders to accomplish what it has in its fourteen years of existence, it does have areas in which to improve.

We plan to initiate the following four action steps (1-4) in August 2015:

1. Offer a double block of Algebra 2 and Math for College Readiness for struggling students
2. To address the achievement gap in performance on the Algebra I EOC exam, we will offer a double block of Algebra I and Intensive Math (Liberal Arts Math) for identified African American students, through the Minority Achievement Office initiative.
3. A school-wide focus will be to improve performance among level 1 readers by requiring all level 1 readers to participate in a double block of reading.
4. Strategically place identified students, reading at a level 2, in available reading sections for level 2 readers.
5. In an effort to increase our graduation rate among our English Language Learner students, hire a full-time guidance counselor to work with the English Language Learner Compliance Teacher. This will be initiated in July 2015.

The following will be ongoing during the 2015-2016 school year:

1. Continued Individual Education Plan meetings and consult in an effort to close the achievement gap in Reading and Math among our Exceptional Student Education students.
2. To increase our graduation rate, guidance counselors will continue to track students using Google drive, with a focus in identifying at-risk students and providing interventions.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Timber Creek High School PIT (Peer Inclusion Team) Crew started in the 2011-12 school year and is changing the culture of Timber Creek High School to become inclusive. During that first year, twenty students without disabilities assisted and supported over 40 students with disabilities in classrooms. The program has become so popular that currently, 130 students serve over 300 students with disabilities. The PIT Crew students serve in a wide variety of classroom levels, from the self-contained Intellectually Disabled class to Honors classes. Students help redirect disabled students, provide encouragement and explain lessons in student friendly terms. PIT Crew students serve as role models for appropriate social behavior for some students while others assist students with more mild disabilities who are trying to earn a standard diploma despite academic struggles. As a result of this program, students with disabilities feel more connected to the school and many develop lasting friendships with their non-disabled peers while the PIT Crew students gain awareness and an appreciation of the challenges that students with disabilities face every day. Even though PIT Crew students earn community service hours for their involvement in the program, many say the experience has been life changing and this is evidenced by the fact that over 75 students registered for the class for the 2015-2016 school year already! (We have moved to an application process and are limiting the number in the program to 100 from now on.) It seems clear that the PIT Crew will continue working hard to keep all students in the race to learn and achieve!

Timber Creek High School is also home to two Project Lead the Way programs. We have the Engineering program and the Biomedical program. Within the Engineering Program, we have Robotic Teams that compete in various competitions. This past year, we had our rookie Robotics team to make it all the way to the VEX Robotics World Championship in Anaheim, California. At the World Championship, they competed against 400 hundred teams from 29 countries. While they did not win at the World Competition, they received three awards; a Judge's Award, Excellence Award, and Energy Award prior to completing the competition season. This was an awesome opportunity for our students and we look forward to another successful year.