

St. Johns County School District

# Timberlin Creek Elementary School



2015-16 School Improvement Plan

## Timberlin Creek Elementary School

555 PINE TREE LN, St Augustine, FL 32092

<http://www-tce.stjohns.k12.fl.us/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
Elementary	No	8%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	No	25%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>29</b>
Professional Development Opportunities	30
Technical Assistance Items	32
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

We are a community, Together Creating Excellence, using tools of the information age to inspire personal growth, creative thinking, and exemplary character.

##### Provide the school's vision statement

Timberlin Creek will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

#### School Environment

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

Teachers are excellent at building caring, supportive relationships with their students. This includes classroom teachers and resource teachers. The staff at Timberlin Creek truly care about each student as an individual and takes the time to learn about all students and their specific needs.

The following examples illustrate ways the school learns about students' cultures and builds relationships between teachers and students:

Parents are invited to complete a Parent Input Form with information about their child at the beginning of the school year which aids in the transition to the new classroom.

Curriculum Chat meetings are scheduled early in the school year and provide a time for teachers to meet with parents to share curriculum information and expectations in the classroom.

Interest Inventories are completed by each student at the beginning of the school.

Families are encouraged to attend Publishing Parties as a means to spotlight our creative writers.

Parents are welcomed and encouraged to volunteer at the school, and in the classrooms, on a regular basis.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Positive relationships are fostered between the adults and students, and amongst the students. Students are taught safety procedures and practice them regularly. TCE staff are present during arrival and dismissal each day providing supervision and interaction. Teachers greet students each morning and ensure they are dismissed to the correct location after school every day. Classroom work is displayed throughout the school. Character Counts monthly breakfast celebrations are ways to spotlight individual students as well as a means to raise awareness for a safe learning environment. Student performances are organized through our music teacher. Various clubs and activities, like safety patrols, BETA, morning news team, and recycling club create ways for students to be involved in leadership roles.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

TCE has a schoolwide positive behavior support plan (tier 1) that includes procedures and expectations for staff in teaching students expectations, rituals, and routines. The plan also includes



specific interventions for different levels of disciplinary incidents. The MTSS Team supports students and teachers when the tier 1 behavior plan does not meet the needs of a student. All staff are expected to monitor students and their behavior at all times, especially during large group activities such as recess and lunch.

All teachers have classroom behavior plans that mesh with the schoolwide positive behavior support plan:

SOAR, Safe, Organized, Awesome Attitude, Respect. Various strategies include safe seat, Eagle Eggs awarded to whole classes as well as "golden" eggs given to individual students as a means to recognize students for going above and beyond SOAR expectations, Character Counts monthly breakfast recognition program to promote our culture of kindness, problem solving chart, morning meetings, good news (Capturing Kids Hearts), and rewards for making good choices.

The Words of Wisdom program occurs weekly on the morning news show, which provides a positive message to the students and staff to start the day provided by our school counselor. Character Counts pillars are taught and reinforced in the classroom and on the morning news show. Students are recognized daily in the classroom as well as throughout the school building as a means of "being caught" displaying pillars of character.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school counselor provides classroom lessons for primary students and intermediate students on topics such as friendship, conflict resolution, and bullying. Teachers and staff reinforce the concepts as they interact with students throughout the day. Resource teachers mentor individual students as needed. The MTSS Team considers students' social emotional needs when creating intervention plans. Classroom teachers monitor students and refer to the school counselor as needed. The principal and assistant principal support students and staff who are working with students who are experiencing social-emotional difficulties.

## **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

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

#### **Description**

Timberlin works at building positive relationships with families by encouraging them to be involved and by making them welcome at school. Some of the events hosted at Timberlin Creek include: "Meet and Greet the Teacher" during pre-planning, grade level Curriculum Chats, Monthly PTO Family Fun Nights, "Light the Night", chorus and orff performances, grade level performances, Night of the Arts, Carnival, Movie Night, Spiritwear Fridays, and Boosterthon Fun Run. The staff communicates with parents through the bi-weekly Eagle Eye Newsletter, school website, and Tuesday Eagle Folders. Parents are encouraged to volunteer at Timberlin in various capacities through the volunteer coordinator.

Timberlin keeps parents informed of their child's progress by parent-teacher conferences, weekly folders of work samples, classroom newsletters, progress reports, formal and informal progress monitoring tests, emails, and phone calls.

The goal is to increase or maintain the number of volunteers and volunteer hours from the 2014-15 school year.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Timberlin Creek has a very active business partner program and enjoys many benefits from the support of approximately 30 local businesses. Our PTO provides a volunteer liaison between the business partners and the school. Examples of support include donations of materials, supplies, and items for events and volunteers to assist as needed. Three business partners assume the cost of the weekly communication folders and parten pick-up car tags for each of our students. In return, we publish business partner information in our bi-weekly newsletter and on the PTO website. The liaison actively seeks additional business partners to join in supporting our school There are various levels of support including Gold Eagle, Silver Eagle, Bronze Eagle and Eagle. Business partners donate a determined amount of money for each level. In return, their business information is shared with the school community through banners, newsletters, websites, and sponsorship of school events. Business partners participate in a business fair at Light the Night in December each year.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Hemingway, Traci	Principal
Bennett, Gene	Assistant Principal
Marabell, Jocelyn	Teacher, K-12
	Instructional Coach
Coppedge, Lisa	Guidance Counselor

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

- Principal –Traci Hemingway
- Assistant Principal - Gene Bennett
- Instructional Literacy Coach, MTSS Facilitator, and SAC Co-Chair - Jill Hillier
- School Counselor - Lisa Coppedge
- SAC Chair - Jocelyn Marabell
- Responsibilities
- Member of core Response to Intervention Team
- Attends core meetings
- Attends Rtl review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis

- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

At Timberlin Creek Elementary School, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Our school has an MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocations, teacher support systems, and small group needs. Our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Any available Title II funds will be used for professional development related to reading, writing, and math instruction for instructional staff.

Supplemental Academic Instruction (SAI) funds will be used for:

An intervention paraprofessional was hired to manage the computer based interventions, My Virtual Reading Coach and Think Through Math. The ILC oversees the paraprofessional as she works with small groups of students in grades 2-5 in the computer lab on the research based interventions. Student progress is monitored through data provided by the two programs. The paraprofessional received training at the beginning of the school year to learn how to use the programs and monitor student progress.

Remedial sessions beyond the regular school day will be held for students in the lowest 25%ile academically in Reading, Math, or Writing. Identified students will meet with a certified teacher in a small group setting to target specific skills in "mini-lesson" formats. Remediation resources will be research based and instruction will be delivered at the students' instructional levels. Data will be systematically gathered. Teaching teams, the instructional literacy coach, and administration will collaborate and reflect on student progress. Teachers will alter delivery methods and/or instructional content, based on student outcomes and progress monitoring data.

Grade level team leaders meet monthly with the administrative team to address teaching and learning goals. Input is requested from the team leaders for problem solving an professional development.

Team leaders are involved in the decision making process related to student learning, school processes, and sometimes budget.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Traci Hemingway	Principal
Jocelyn Marabell	Teacher
Jill Hillier	Teacher
Alison Cooper	Education Support Employee
Gene Bennett	Principal
Susie Ament	Teacher
Lisa Dowling	Business/Community
David Holden	Parent
Stephanie Howell	Parent
Ivy Kimbro	Parent
Karen Lauer	Teacher
Maria Lorza	Parent
Tammy McDonald	Parent
Kathy Gilmore	Parent
Nancy Matolka	Teacher

**Duties**

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

*Evaluation of last year's school improvement plan*

Members of SAC reviewed school-wide data as it related to the goals stated on the school improvement plan. The SAC team was guided through the review process by our Instructional Literacy Coach. The team worked in groups to evaluate the plan and make recommendations for improvements. The team reviewed the goals and results as the new plan was developed for the 2015-16 school year.

*Development of this school improvement plan*

The SAC committee provides input and feedback related to the SIP goals and strategies. The members are encouraged to share their ideas and thoughts through discussion at the SAC meetings. The principal reviewed test data with the SAC as a way to target goals for the plan. Strategies were shared and discussed as ways to meet the identified goals.

*Preparation of the school's annual budget and plan*

The school's bookkeeper, Constance Woida, presented the SAC budget and available funds to the SAC committee each month. The SAC committee will determine how to best use those funds to support the goals stated on the School Improvement Plan. The SAC voted to use funds for Wilson training and for subs for 1/2 day release time for grade level teams to work on SAC goals and strategies.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

School improvement funds were used primarily to support the implementation of CCSS related to our three SIP goals in reading, writing and math. Grade level teams of teachers were provided with 1/2 day release time with substitute teachers covering classrooms for the first, second, third and fourth quarters of the school year.

First Quarter 1/2 day release for data chats by grade level: Collaborative team planning related to CCSS in reading, writing, or math to be determined by the needs of each grade level at the time

Second Quarter 1/2 day release for data chats by grade level: Collaborative team planning related to CCSS in reading, writing, or math to be determined by the needs of each grade level at the time

Third Quarter 1/2 day release: Collaborative team planning related to CCSS in reading, writing, or math to be determined by the needs of each grade level at the time

Fourth Quarter 1/2 day release for data chats by grade level: Collaborative team planning related to CCSS in reading, writing, or math to be determined by the needs of each grade level at the time

The release time for each quarter was approximately \$2500 to cover the cost of substitute teachers, with the total at about \$10,000.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Hemingway, Traci	Principal
Bennett, Gene	
Hillier, Jill	Instructional Coach
Roberson, Elaine	Instructional Media

#### Duties

**Describe how the LLT promotes literacy within the school**

The focus will be on all of our students making learning gains in reading and writing. An emphasis will be placed on both reading and writing gains in all students with special focus on the lowest 25% to assure they are making adequate learning gains.

The LLT regularly monitors student growth and progress through data analysis of test scores. Literacy is promoted in the school through the "Read 4 or More" program, which encourages students to read four or more times outside of school each week. Students track their reading on a monthly calendar and receive a spirit stick for meeting the goal. The Media Specialist oversees a reading incentive program for the Sunshine State Books with students receiving prizes for achieving the goal. An extensive summer reading program is provided to all students to encourage reading over the summer. TCE participates in Literacy Week which includes several fun activities related to reading. The LLT provides support and training for teachers with the Wilson Reading program and Being a Writer program.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Timberlin encourages positive working relationships between teachers by providing common lunch and planning times for teams. Teachers have access to online lesson plan books with the ability to view, share, and collaborate on lesson plans electronically. Also, there are a variety of professional learning communities (PLCs) for teachers to join for collaboration and professional growth. Professional development for instructional staff related to the school district's and school's goals is provided monthly. The Sunshine Committee provides fun events for the staff throughout the year, including Sunshine Breakfast, test treats, and special luncheons. The committee helps to foster a positive climate for working and learning.

Staff are encouraged to recognize and thank each other for support through the "Make My Day" campaign. A staff member completes a "Make My Day" form when a colleague does something nice for them. This recognition promotes positive relationships among our team members.

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

Through the use of the online hiring system, the principal and assistant principal carefully screen teaching candidates in order to find and hire highly qualified teachers who are certified in the field. New teachers are placed with a mentor teacher and have the opportunity to participate in a "new teacher" professional learning community (PLC) where they are supported and provided with training. The school climate is positive in that teachers are provided with resources and training they need and are recognized for their efforts in reaching every student. Teachers are supported through their grade level teams and administration. Teachers are provided with time to collaborate and plan together and have team leaders who provide leadership, support, and direction. Each teacher is an important part of the instructional team.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Teachers who are in a new grade level or position are provided assistance from their team leader, grade level team members, or a peer mentor. Mentors are close in proximity to the teacher in the new grade level and provide daily support and assistance. Grade level teams work together under the direction of the team leader in order to collaborate and plan for instruction. Weekly team meetings are held where planning and problem solving occur. Mentoring activities take place as needed based upon the needs of the teacher new to the grade level.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards- based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The MTSS Core Team reviews school-wide data and closely monitors the academic growth of students who fall in the bottom quartile in reading and math. The MTSS team uses a four step problem solving process to identify areas that need to be targeted and provides strategies and resources to teachers to assist their struggling students.

Members of the district CAST team meet with grade level teams to review data related to their expertise and provide feedback and resources to teachers to help their students master grade-level standards. Each grade level analyzes common assessments and MFAS to identify trends and areas of concern in order to best inform instruction across the grade level.

Teachers create learning goals and scales that students can use to track their own progress.

Students know exactly where their current knowledge and skill sets start and what they will know by the end of the unit. Teachers use these scales to differentiate instruction based on where individual students fall on the scale.

Teachers modify instruction to assist their struggling students in a number of ways. Every teacher has a "targeted instruction" time block (15-20 minutes) per day for small group instruction. During this time, teachers preteach and reteach concepts and skills.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:**

All students at TCE in grades 1-5 have the opportunity to register for fee based after school enrichment classes that include Spanish, art, music, Lego, science, drama and sports. Over 300 students participate in the enrichment opportunities.

Students in grades 4 and 5 have the opportunity to participate in Orff ensemble and chorus after school, each group meeting one time per week. Students in grade 5 also have the opportunity to participate as a safety patrol and on the live morning news team.

**Strategy Rationale**

Enrichment activities provide students with the opportunity to develop skills in non academic areas after the regular school day.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hemingway, Traci, traci.hemingway@stjohns.k12.fl.us

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

Records of participation are kept for each class. The effectiveness of each class is based upon student response to the class.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Timberlin Creek offers two options for children not yet kindergarten age: prekindergarten/ESE/VPK and Little Eagles Learning Center for children 1-5 years old. Each option is located on the TCE campus which affords our young children opportunities to participate in school related activities, such as assemblies, performances, and other activities. The transition from the preschool setting to TCE kindergarten is very smooth due to the fact that we know the children and their needs very well. They follow the set preschool curriculum which prepares them for the rigors of kindergarten. The students are monitored for growth in academic, social, and emotional areas to ensure they are ready for kindergarten.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

NA

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

NA



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

NA

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in reading comprehension.
- G2.** All teachers will implement Being a Writer Program to increase the growth of the students in the lowest quartile in writing.
- G3.** All teachers will implement research based strategies to increase the growth of students in the bottom quartile in math.

## Strategic Goals Detail

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

**G1.** All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in reading comprehension. 1a

G069043

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Mindplay/My Virtual Reading Coach lab
- After school reading strategies classes
- Wilson Reading System
- Built in targeted instruction time in teachers' schedules
- Wilson Foundations

**Targeted Barriers to Achieving the Goal** 3

- Most effective use of instructional time

**Plan to Monitor Progress Toward G1.** 8

Report cards, classroom assessments, MVRC Student Reports, cold read results, and DRA results will be reviewed throughout the year to monitor progress in bottom quartile students in reading comprehension.

**Person Responsible**

Gene Bennett

**Schedule**

Every 6 Weeks, from 10/16/2015 to 5/26/2016

**Evidence of Completion**

FSA scores DE scores Cold read results MVRC student reports Report cards DRA in grades K-3

**G2.** All teachers will implement Being a Writer Program to increase the growth of the students in the lowest quartile in writing. 1a

G069044

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0

**Resources Available to Support the Goal** 2

- Math and science journals
- Technology resources
- Being A Writer Program
- DBQ's in grades 3, 4, 5

**Targeted Barriers to Achieving the Goal** 3

- Teacher confidence in writing instruction

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

Report cards, journal entries, learning goals and scales, and student writing samples will be reviewed throughout the year to monitor student proficiency in writing.

**Person Responsible**

Traci Hemingway

**Schedule**

Quarterly, from 8/26/2015 to 5/18/2016

**Evidence of Completion**

Student writing samples at the beginning and end of the quarter will be compared for growth. FSA Writing results in grades 4-5

**G3.** All teachers will implement research based strategies to increase the growth of students in the bottom quartile in math. 1a

G069045

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	85.0

**Resources Available to Support the Goal** 2

- SJCSO Curriculum Maps for Math
- Florida State Standards
- CPALMS, Go Math, CCSS math resources
- Learning goals and scales
- MFA (Math Formative Assessments)

**Targeted Barriers to Achieving the Goal** 3

- Teacher confidence in implementing research based math strategies with struggling learners

**Plan to Monitor Progress Toward G3.** 8

Student math work, classroom assessments, report cards, DE math data, and learning goals and scales will be reviewed to monitor progress of students in the bottom quartile in math.

**Person Responsible**

Traci Hemingway

**Schedule**

Quarterly, from 9/14/2015 to 5/26/2016

**Evidence of Completion**

MFAS Report cards Student work Think Through Math reports

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in reading comprehension. **1**

 G069043

**G1.B1** Most effective use of instructional time **2**

 B179418

**G1.B1.S1** An intervention paraprofessional was hired and trained to work with groups of students in the bottom quartile in reading in the computer lab on Mindplay/My Virtual Reading Coach. **4**

 S190745

### Strategy Rationale

To increase the time that students are engaged in research based interventions to increase reading comprehension

### Action Step 1 **5**

MindPlay/MVRC will be used in the computer lab to remediate students in small groups with a trained paraprofessional assisting and monitoring student progress. This process is done under the guidance of our Instructional Literacy Coach. This intervention occurs throughout the school day, every day for the entire school year.

### Person Responsible

Gene Bennett

### Schedule

Daily, from 8/24/2015 to 5/13/2016

### Evidence of Completion

Computer Lab Schedule MVRC Student Reports Discovery Education Data

**Action Step 2** 5

Grade level teachers will provide small group tutoring in reading to identified students in the bottom quartile before or after school in order to increase reading comprehension. The sessions are 1-2 hours per week for 6-8 weeks in the second semester.

**Person Responsible**

Gene Bennett

**Schedule**

Weekly, from 1/11/2016 to 3/18/2016

**Evidence of Completion**

Discovery Education Data Classroom progress in reading as indicated on cold reads and/or DRA FSA results for grades 3-5

**Action Step 3** 5

ESE resource teachers and some classroom will implement the Wilson Reading System with identified students with severe reading deficits. In addition, ESE resource teachers and some classroom teachers will use Wilson Foundations materials and strategies for target instruction and/or RtI plan implementation.

**Person Responsible**

Gene Bennett

**Schedule**

Daily, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Discovery Education Data Classroom progress in reading as indicated on cold reads and/or DRA FSA results for grades 3-5 Wilson Reading System assessments

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

MVRC Student Reports will be monitored bi-weekly for student participation and progress.

**Person Responsible**

Gene Bennett

**Schedule**

Biweekly, from 9/7/2015 to 5/20/2016

**Evidence of Completion**

MVRC Student Reports

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

Student attendance and participation will be monitored in after school reading strategies classes

**Person Responsible**

Gene Bennett

**Schedule**

Weekly, from 1/11/2016 to 3/18/2016

**Evidence of Completion**

Attendance data and lesson plans

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

Lesson plans, schedules, and fidelity checks (short lesson observation)

**Person Responsible**

Traci Hemingway

**Schedule**

Monthly, from 8/17/2015 to 5/26/2016

**Evidence of Completion**

Lesson plans and schedules will be used to document implementation of MVRC; fidelity checks will be conducted periodically

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

Student progress in reading comprehension will be monitored through progress monitoring assessments. The MTSS team will monitor progress of the students in the bottom quartile in reading.

**Person Responsible**

Gene Bennett

**Schedule**

Every 2 Months, from 8/28/2015 to 5/20/2016

**Evidence of Completion**

MVRC Student Reports, teacher collected classroom assessments including DRA; DE results



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

Standardized test results including FSA and/or Discovery Ed

**Person Responsible**

Gene Bennett


**Schedule**

Semiannually, from 8/24/2015 to 5/26/2016


**Evidence of Completion**

Notes from the MTSS meetings

**G2.** All teachers will implement Being a Writer Program to increase the growth of the students in the lowest quartile in writing. 1

 G069044

**G2.B1** Teacher confidence in writing instruction 2

 B179419

**G2.B1.S1** Implement Being a Writer program K-5 during dedicated writing time. 4

 S190748

**Strategy Rationale**

Students will develop a strong foundation in writing skills in the primary grades

**Action Step 1 5**

Students in grades K-5 will be instructed with Being a Writer Program

**Person Responsible**

Traci Hemingway

**Schedule**

Daily, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student responses in math, science, social studies, and language arts journals Report card  
Classroom writing samples

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

The ILC will conduct meet with grade level collaborative planning teams to review student writing samples from the Being a Writer Program

**Person Responsible**

Traci Hemingway

**Schedule**

Every 6 Weeks, from 8/26/2015 to 5/18/2016

***Evidence of Completion***

Lesson plans for writing instruction Student writing samples

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

The ILC will coach and monitor writing instruction in grades K-5

**Person Responsible**

Traci Hemingway

**Schedule**

Every 6 Weeks, from 8/26/2015 to 5/18/2016

***Evidence of Completion***

Report Card Student writing samples

**G3.** All teachers will implement research based strategies to increase the growth of students in the bottom quartile in math. 1

G069045

**G3.B1** Teacher confidence in implementing research based math strategies with struggling learners 2

B179420

**G3.B1.S1** Teachers will use SJCS D math curriculum maps for math instruction including embedded formative assessments. 4

S190751

### Strategy Rationale

The curriculum maps are comprehensive and provide guidance, resources, and a timeline for math instruction

### Action Step 1 5

Teachers will use the SJCS D math curriculum maps for math instruction.

#### Person Responsible

Gene Bennett

#### Schedule

Daily, from 8/10/2015 to 5/26/2016

#### Evidence of Completion

Lesson plans, team meeting notes

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walkthroughs and observations

#### Person Responsible

Gene Bennett

#### Schedule

Quarterly, from 8/10/2015 to 5/26/2016

#### Evidence of Completion

Lesson plans, student class work

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Administrators will monitor use of curriculum maps during classroom walkthroughs and observations.

**Person Responsible**

Gene Bennett

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Strategies are implemented in the classrooms Lesson plans Student work

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	MindPlay/MVRC will be used in the computer lab to remediate students in small groups with a trained paraprofessional assisting and monitoring student progress. This process is done under the guidance of our Instructional Literacy Coach. This intervention occurs throughout the school day, every day for the entire school year.	Bennett, Gene	8/24/2015	Computer Lab Schedule MVRC Student Reports Discovery Education Data	5/13/2016 daily
G2.B1.S1.A1	Students in grades K-5 will be instructed with Being a Writer Program	Hemingway, Traci	8/10/2015	Student responses in math, science, social studies, and language arts journals Report card Classroom writing samples	5/26/2016 daily
G3.B1.S1.A1	Teachers will use the SJCS D math curriculum maps for math instruction.	Bennett, Gene	8/10/2015	Lesson plans, team meeting notes	5/26/2016 daily
G1.B1.S1.A2	Grade level teachers will provide small group tutoring in reading to identified students in the bottom quartile before or after school in order to increase reading comprehension. The sessions are 1-2 hours per week for 6-8 weeks in the second semester.	Bennett, Gene	1/11/2016	Discovery Education Data Classroom progress in reading as indicated on cold reads and/or DRA FSA results for grades 3-5	3/18/2016 weekly
G1.B1.S1.A3	ESE resource teachers and some classroom will implement the Wilson Reading System with identified students with severe reading deficits. In addition, ESE resource teachers and some classroom teachers will use Wilson Foundations materials and strategies for target instruction and/or RtI plan implementation.	Bennett, Gene	8/10/2015	Discovery Education Data Classroom progress in reading as indicated on cold reads and/or DRA FSA results for grades 3-5 Wilson Reading System assessments	5/26/2016 daily
G1.MA1	Report cards, classroom assessments, MVRC Student Reports, cold read results, and DRA results will be reviewed throughout the year to	Bennett, Gene	10/16/2015	FSA scores DE scores Cold read results MVRC student reports Report cards DRA in grades K-3	5/26/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	monitor progress in bottom quartile students in reading comprehension.				
G1.B1.S1.MA1	Student progress in reading comprehension will be monitored through progress monitoring assessments. The MTSS team will monitor progress of the students in the bottom quartile in reading.	Bennett, Gene	8/28/2015	MVRC Student Reports, teacher collected classroom assessments including DRA; DE results	5/20/2016 every-2-months
G1.B1.S1.MA2	Standardized test results including FSA and/or Discovery Ed	Bennett, Gene	8/24/2015	Notes from the MTSS meetings	5/26/2016 semiannually
G1.B1.S1.MA1	MVRC Student Reports will be monitored bi-weekly for student participation and progress.	Bennett, Gene	9/7/2015	MVRC Student Reports	5/20/2016 biweekly
G1.B1.S1.MA3	Student attendance and participation will be monitored in after school reading strategies classes	Bennett, Gene	1/11/2016	Attendance data and lesson plans	3/18/2016 weekly
G1.B1.S1.MA4	Lesson plans, schedules, and fidelity checks (short lesson observation)	Hemingway, Traci	8/17/2015	Lesson plans and schedules will be used to document implementation of MVRC; fidelity checks will be conducted periodically	5/26/2016 monthly
G2.MA1	Report cards, journal entries, learning goals and scales, and student writing samples will be reviewed throughout the year to monitor student proficiency in writing.	Hemingway, Traci	8/26/2015	Student writing samples at the beginning and end of the quarter will be compared for growth. FSA Writing results in grades 4-5	5/18/2016 quarterly
G2.B1.S1.MA1	The ILC will coach and monitor writing instruction in grades K-5	Hemingway, Traci	8/26/2015	Report Card Student writing samples	5/18/2016 every-6-weeks
G2.B1.S1.MA1	The ILC will conduct meet with grade level collaborative planning teams to review student writing samples from the Being a Writer Program	Hemingway, Traci	8/26/2015	Lesson plans for writing instruction Student writing samples	5/18/2016 every-6-weeks
G3.MA1	Student math work, classroom assessments, report cards, DE math data, and learning goals and scales will be reviewed to monitor progress of students in the bottom quartile in math.	Hemingway, Traci	9/14/2015	MFAS Report cards Student work Think Through Math reports	5/26/2016 quarterly
G3.B1.S1.MA1	Administrators will monitor use of curriculum maps during classroom walkthroughs and observations.	Bennett, Gene	8/10/2015	Strategies are implemented in the classrooms Lesson plans Student work	5/26/2016 quarterly
G3.B1.S1.MA1	Classroom walkthroughs and observations	Bennett, Gene	8/10/2015	Lesson plans, student class work	5/26/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in reading comprehension.

### **G1.B1** Most effective use of instructional time

**G1.B1.S1** An intervention paraprofessional was hired and trained to work with groups of students in the bottom quartile in reading in the computer lab on Mindplay/My Virtual Reading Coach.

#### **PD Opportunity 1**

ESE resource teachers and some classroom will implement the Wilson Reading System with identified students with severe reading deficits. In addition, ESE resource teachers and some classroom teachers will use Wilson Foundations materials and strategies for target instruction and/or Rtl plan implementation.

##### **Facilitator**

Susan Sentell, Wilson Reading System Consultant

##### **Participants**

ESE resource teachers; grade level teacher representatives, Instructional Literacy Coach

##### **Schedule**

Daily, from 8/10/2015 to 5/26/2016

**G2.** All teachers will implement Being a Writer Program to increase the growth of the students in the lowest quartile in writing.

### **G2.B1** Teacher confidence in writing instruction

**G2.B1.S1** Implement Being a Writer program K-5 during dedicated writing time.

#### **PD Opportunity 1**

Students in grades K-5 will be instructed with Being a Writer Program

##### **Facilitator**

Instructional Literacy Coach

##### **Participants**

All K-5 teachers and ESE Support Facilitation Teachers

##### **Schedule**

Daily, from 8/10/2015 to 5/26/2016

**G3.** All teachers will implement research based strategies to increase the growth of students in the bottom quartile in math.

**G3.B1** Teacher confidence in implementing research based math strategies with struggling learners

**G3.B1.S1** Teachers will use SJCSD math curriculum maps for math instruction including embedded formative assessments.

**PD Opportunity 1**

Teachers will use the SJCSD math curriculum maps for math instruction.

**Facilitator**

SJCSD math curriculum specialist Math Cadre Members

**Participants**

Teachers in grades K-5

**Schedule**

Daily, from 8/10/2015 to 5/26/2016

**Technical Assistance Items**

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

**G1.** All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in reading comprehension.

**G1.B1** Most effective use of instructional time

**G1.B1.S1** An intervention paraprofessional was hired and trained to work with groups of students in the bottom quartile in reading in the computer lab on Mindplay/My Virtual Reading Coach.

**PD Opportunity 1**

MindPlay/MVRC will be used in the computer lab to remediate students in small groups with a trained paraprofessional assisting and monitoring student progress. This process is done under the guidance of our Instructional Literacy Coach. This intervention occurs throughout the school day, every day for the entire school year.

**Facilitator**

Instructional Literacy Coach; Calli Swango, MindPlay Trainer

**Participants**

Classroom teacher grade level representatives; paraprofessionals, ESE teachers, Instructional Literacy Coach

**Schedule**

Daily, from 8/24/2015 to 5/13/2016

**Budget**

Budget Data			
1	G1.B1.S1.A1	MindPlay/MVRC will be used in the computer lab to remediate students in small groups with a trained paraprofessional assisting and monitoring student progress. This process is done under the guidance of our Instructional Literacy Coach. This intervention occurs throughout the school day, every day for the entire school year.	\$0.00
2	G1.B1.S1.A2	Grade level teachers will provide small group tutoring in reading to identified students in the bottom quartile before or after school in order to increase reading comprehension. The sessions are 1-2 hours per week for 6-8 weeks in the second semester.	\$0.00
3	G1.B1.S1.A3	ESE resource teachers and some classroom will implement the Wilson Reading System with identified students with severe reading deficits. In addition, ESE resource teachers and some classroom teachers will use Wilson Foundations materials and strategies for target instruction and/or RtI plan implementation.	\$2,000.00



<b>Budget Data</b>							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	School Improvement Funds		\$2,000.00	
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>Students in grades K-5 will be instructed with Being a Writer Program</b>					<b>\$0.00</b>
<b>5</b>	<b>G3.B1.S1.A1</b>	<b>Teachers will use the SJCS D math curriculum maps for math instruction.</b>					<b>\$0.00</b>
					<b>Total:</b>	<b>\$2,000.00</b>	