

Timberlin Creek Elementary School

555 PINE TREE LN, St Augustine, FL 32092

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>12%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>24%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Timberlin Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 and placement in 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.

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

Teachers provide an opportunity for parent conferences throughout the year.

Meet the Teacher is scheduled at the beginning of the school year for families and students to learn about the classroom expectations and to tour the classroom.

b. 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 among 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 in order for students and families to have the opportunity to experience the hard work our students take part in throughout the school year. Character Counts monthly 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. Cafeteria tables are arranged in a manner which encourages students to socialize with their peers while allowing for direct supervision by the cafeteria monitors.

c. 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 school-wide 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 are aligned 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 guidance 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.

The Character Counts pillars are visible in the cafeteria for the monitors to use when addressing students. It is the goal of all staff to support the character development of all students at TCE and to utilize the Character Counts framework as the consistent message.

d. 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 guidance 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. Eagle Ambassadors will be used as a means for students in the BETA club to be assigned a student that is new to our school in order to give them a tour and introduce them to key staff members at TCE. The Eagle Ambassadors will be led by the school counselor.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	1	4	10	4	4	4	0	0	0	0	0	0	0	27
One or more suspensions	0	0	3	0	2	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	1	1	13	0	0	0	0	0	0	0	15
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	0	0	1	0	0	0	0	0	0	0	2

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

N/A

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Timberlin Creek 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 the Teacher" during pre-planning, grade level Curriculum Chats, PTO Family Fun Nights, New Family Welcome Social, "Light the Night", Spiritwear Fridays, Boosterthon Fun Run, Family Literacy Night during literacy week, Veteran's Day performance, Tissues and Tea for our Kindergarten parents, Sweetheart Dance for fathers and daughters, along with a Mother-Son event provided by PTO. 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 Creek in various capacities through the volunteer coordinator.

Timberlin Creek keeps parents informed of their child's progress through 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 2016-2017 school year.

2. 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 business partners and the school. Examples of support include donations of materials, supplies, and items for events and volunteers to assist as needed. Up to 14 business partners assume the cost of the weekly communication folders and parent 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, Veteran's Day performance, and Family Literacy Night.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Edel, Linda	Principal
Bennett, Gene	Assistant Principal
Tople, Patricia	SAC Member
Kelley, Crystal	Instructional Coach
Traylor, Michelle	Teacher, K-12

b. Duties

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

- Principal – Linda Edel
- Assistant Principal - Gene Bennett
- Instructional Literacy Coach, MTSS Facilitator, and SAC Co-Chair - Crystal Kelley
- School Counselor - Kasey Smith
- SAC Chair - Patty Tople and Michelle Traylor

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

2. 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:

The ILC works with small grade level groups of teachers to ensure the research based interventions are implemented with fidelity. Student progress is monitored through data provided by the programs. The teachers received training at the beginning of the school year to learn how to use the programs and monitor student progress. The iReady Diagnostic Tool, along with the Online Instruction Tool, and the Teacher Toolkit will be utilized to determine academic pathways for our students at TCE.

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Linda Edel	Principal
Jocelyn Marabell	Teacher
Alison Cooper	Education Support Employee
David Holden	Parent
Ivy Kimbro	Parent
Kim Denny	Teacher
Susan Balog	Parent
Michelle Traylor	Teacher
Patty Tople	Teacher
Leslie Anderson	Parent
Ann Marie Hinkle	Parent
Kelly Battell	Education Support Employee
Jessica Boone	Parent
Natalie Call	Parent
Christy Jacobs	Teacher
Denise Perrigo	Teacher
Aimmi Straight	Parent
Caitlin Van Dusen	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 the Principal. The team worked together to evaluate the plan and make recommendations for improvements. The team reviewed the goals and results as the new plan was developed for the 2017-2018 school year.

b. 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.

c. Preparation of the school's annual budget and plan

The school principal, Linda Edel, 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 subs for 1/2 day release time for grade level teams to collaboratively work on SAC goals and strategies and for teachers to submit a request to attend a professional conference where SAC will pay the conference fee for the teacher and the teacher will then present to the SAC what they learned and their plan for sharing the knowledge with their grade level teams.

2. 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 Florida State Standards related to our three SIP goals in language arts, mathematics, and science. 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 FSS 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 FSS 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 FSS 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, approximately \$1000 to cover the cost of professional learning opportunities, \$300 will be used to provide the PE teachers with a professional learning opportunity.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Edel, Linda	Principal
Bennett, Gene	Assistant Principal
Roberson, Elaine	Instructional Media
Kelley, Crystal	Instructional Coach
Traylor, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Balanced Literacy Cadre and LLT provides support with Being a Writer, Being a Reader, iReady, and small group instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Timberlin Creek encourages positive working relationships between teachers by providing common lunch periods and planning time for teams. Early release Wednesdays are set aside for collaborative common grade level time. 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.

Classes are able to earn a tan colored eagle egg for following one of the pillars of character or for going above and beyond the school expectations. These tan eggs are placed on an eagle nest on the classroom door where students are able to work toward a goal set by the classroom community. Students are also able to earn a golden eagle egg by being recognized on an individual level for exhibiting a pillar of character or going above and beyond the school expectations. These golden eggs are submitted to the media center and each Monday ten (10) student eggs are drawn on the morning news show. Those students earn an eagle that sits on their desk for one (1) week throughout the school year.

Staff are encouraged to recognize and thank each other for support through the "Extraordinary Educator" campaign. A staff member completes a "Extraordinary Educator" form when a colleague does something nice for them. This recognition promotes positive relationships among our team members. Each Monday, five (5) teachers "Extraordinary Educator" forms are drawn on the morning news show and those teachers earn a large eagle to sit on their desk for one (1) week throughout the school year.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments, and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, iReady is administered three times per school year, progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 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 grade level /content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 twice a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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 either 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, iReady data and MFAS/ELFAS 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 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 pre-teach and reteach concepts and skills.

2. 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, sports and much more. 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, BETA Club, and on the 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

Edel, Linda, linda.edel@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 English Language Arts.
- G2.** All teachers will implement best practices in daily science instruction with an emphasis on key concepts and Big Ideas for each grade level to increase student growth on the science FSA.
- G3.** All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 English Language Arts. 1a

G098191

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Most effective use of instructional time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Being a Reader/Being a Writer K-2
- Reading Strategies
- Wilson Reading System
- Built in targeted instruction time in teachers' schedules
- Wilson Foundations
- iReady Diagnostic/Online Instruction/Teacher Toolkit

Plan to Monitor Progress Toward G1. 8

Report cards, classroom assessments, Being a Reader/Being a Writer Student Reports, iReady Progress Monitoring, Cold Read results, and DRA results will be reviewed throughout the year to monitor progress in bottom quartile students in reading comprehension.

Person Responsible

Linda Edel

Schedule

Quarterly, from 8/22/2017 to 5/18/2018

Evidence of Completion

FSA scores iReady Diagnostic Assessment Cold read results Being a Reader/Being a Writer Student Reports Report cards DRA in Grades K-3

G2. All teachers will implement best practices in daily science instruction with an emphasis on key concepts and Big Ideas for each grade level to increase student growth on the science FSA. 1a

G098192

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of essential science standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards
- Technology resources
- CPalms
- St Johns County Curriculum Maps
- Collaborative Labs
- STEM Initiatives

Plan to Monitor Progress Toward G2. 8

Common assessments, lesson plans, collaborative planning team minutes will be reviewed throughout the year to monitor student proficiency in science.

Person Responsible

Crystal Kelley

Schedule

Quarterly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Student assessments at the beginning and end of the quarter will be compared for growth. IXL Science reports will be reviewed for 5th Grade Science DE will be reviewed

G3. All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in Math. 1a

G098193

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	72.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- SJCSO Curriculum Maps for Math
- Florida State Standards
- CPALMS
- Learning goals and scales
- Math Common Assessments
- MFAS

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Linda Edel

Schedule

Quarterly, from 8/22/2017 to 5/18/2018

Evidence of Completion

MFAS Report cards Student work MTSS notes

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 English Language Arts. 1

G098191

G1.B1 Most effective use of instructional time 2

B264134

G1.B1.S1 All K-2 teachers were trained with the Being a Reader curriculum and all 3-5 teachers were trained with Achieve 3000 during the summer. 4

S279792

Strategy Rationale

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

Action Step 1 5

Teachers will implement the Being a Reader/Being a Writer curriculum in Grades K-2, in addition to the iReady Diagnostic. Grades 3-5 will utilize the iReady Diagnostic/Online Instruction/Teacher Toolkit with fidelity.

Person Responsible

Crystal Kelley

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Being a Reader/Being a Writer Assessments iReady Assessments Lesson Plans Classroom Observations

Action Step 2 5

Grade level teachers will provide small group reading instruction to identified students in the bottom quartile 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

Crystal Kelley

Schedule

Weekly, from 1/15/2018 to 2/23/2018

Evidence of Completion

iReady 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 Rtl plan implementation.

Person Responsible

Gene Bennett

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

iReady 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

Being a Reader/Being a Writer, along with iReady Diagnostic Assessments will be used to determine student success.

Person Responsible

Crystal Kelley

Schedule

Biweekly, from 8/22/2017 to 5/18/2018

Evidence of Completion

Being a Reader/Being a Writer + iReady Diagnostic Assessments

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

Crystal Kelley

Schedule

Weekly, from 1/17/2018 to 2/23/2018

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

Crystal Kelley

Schedule

Monthly, from 8/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans and schedules will be used to document implementation of Being a Reader/ Being a Writer; 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 8/22/2016 to 5/19/2017

Evidence of Completion

Being a Reader Student Reports or Achieve 3000 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 8/22/2016 to 5/19/2017

Evidence of Completion

Notes from the MTSS meetings

G2. All teachers will implement best practices in daily science instruction with an emphasis on key concepts and Big Ideas for each grade level to increase student growth on the science FSA. 1

G098192

G2.B1 Teacher knowledge of essential science standards 2

B264135

G2.B1.S1 Implement best practices when teaching essential standards in science. 4

S279795

Strategy Rationale

Students will develop a strong foundation with the Big Ideas in science

Action Step 1 5

Students in grades K-5 will be instructed with essential standards and Big Ideas in science.

Person Responsible

Crystal Kelley

Schedule

Daily, from 8/15/2017 to 5/18/2018

Evidence of Completion

Science Lab experiment journal entries Report card Classroom assessments Lesson Plans
Classroom observations

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

Grade levels will meet in collaborative teams to analyze common assessment data to make decisions about instruction and students needed additional support.

Person Responsible

Schedule

Quarterly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Lesson Plans Common Assessment Data Collaborative Planning Minutes Observations

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

The ILC will provide coaching cycles and monitor science instruction.

Person Responsible

Crystal Kelley

Schedule

Every 6 Weeks, from 8/15/2016 to 5/19/2017

Evidence of Completion

Report Card Common Assessments Team Minutes Observations

G3. All teachers will implement research based strategies to increase the growth of the students in the lowest quartile in Math. 1

G098193

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

B264136

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

S279798

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

Linda Edel

Schedule

Daily, from 8/10/2017 to 5/18/2018

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

Linda Edel

Schedule

Quarterly, from 8/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans Student work samples Observation data Learning goals and scales

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 8/22/2016 to 5/19/2017


Evidence of Completion

Strategies are implemented in the classrooms Lesson plans Student work Learning goals and scales

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M408118	Student progress in reading comprehension will be monitored through progress monitoring...	Bennett, Gene	8/22/2016	Being a Reader Student Reports or Achieve 3000 student reports, teacher collected classroom assessments including DRA; DE results	5/19/2017 every-2-months
G1.B1.S1.MA2 M408119	Standardized test results including FSA and/or Discovery Ed	Bennett, Gene	8/22/2016	Notes from the MTSS meetings	5/19/2017 semiannually
G2.B1.S1.MA1 M408128	The ILC will provide coaching cycles and monitor science instruction.	Kelley, Crystal	8/15/2016	Report Card Common Assessments Team Minutes Observations	5/19/2017 every-6-weeks
G3.B1.S1.MA1 M408135	Administrators will monitor use of curriculum maps during classroom walkthroughs and observations.	Bennett, Gene	8/22/2016	Strategies are implemented in the classrooms Lesson plans Student work Learning goals and scales	5/19/2017 quarterly
G1.B1.S1.MA3 M408121	Student attendance and participation will be monitored in after school reading strategies classes	Kelley, Crystal	1/17/2018	Attendance data and lesson plans	2/23/2018 weekly
G1.B1.S1.A2 A377106	Grade level teachers will provide small group reading instruction to identified students in the...	Kelley, Crystal	1/15/2018	iReady Data Classroom progress in reading as indicated on cold reads and/or DRA FSA results for Grades 3-5	2/23/2018 weekly
G1.MA1 M408127	Report cards, classroom assessments, Being a Reader/Being a Writer Student Reports, iReady Progress...	Edel, Linda	8/22/2017	FSA scores iReady Diagnostic Assessment Cold read results Being a Reader/Being a Writer Student Reports Report cards DRA in Grades K-3	5/18/2018 quarterly
G2.MA1 M408134	Common assessments, lesson plans, collaborative planning team minutes will be reviewed throughout...	Kelley, Crystal	8/15/2017	Student assessments at the beginning and end of the quarter will be compared for growth. IXL Science reports will be reviewed for 5th Grade Science DE will be reviewed	5/18/2018 quarterly
G3.MA1 M408139	Student math work, classroom assessments, report cards,iReady math data, and learning goals and...	Edel, Linda	8/22/2017	MFAS Report cards Student work MTSS notes	5/18/2018 quarterly
G1.B1.S1.MA1 M408120	Being a Reader/Being a Writer, along with iReady Diagnostic Assessments will be used to determine...	Kelley, Crystal	8/22/2017	Being a Reader/Being a Writer + iReady Diagnostic Assessments	5/18/2018 biweekly
G1.B1.S1.MA4 M408122	Lesson plans, schedules, and fidelity checks (short lesson observation)	Kelley, Crystal	8/22/2017	Lesson plans and schedules will be used to document implementation of Being a Reader/Being a Writer; fidelity checks will be conducted periodically	5/18/2018 monthly
G1.B1.S1.A1 A377105	Teachers will implement the Being a Reader/Being a Writer curriculum in Grades K-2, in addition to...	Kelley, Crystal	8/10/2017	Being a Reader/Being a Writer Assessments iReady Assessments Lesson Plans Classroom Observations	5/18/2018 daily
G1.B1.S1.A3 A377107	ESE resource teachers and some classroom will implement the Wilson Reading System with identified...	Bennett, Gene	8/10/2017	iReady Data Classroom progress in reading as indicated on cold reads and/or DRA FSA results for grades 3-5 Wilson Reading System assessments	5/18/2018 daily
G2.B1.S1.MA1 M408129	Grade levels will meet in collaborative teams to analyze common assessment data to make decisions...		8/15/2017	Lesson Plans Common Assessment Data Collaborative Planning Minutes Observations	5/18/2018 quarterly
G2.B1.S1.A1 A377110	Students in grades K-5 will be instructed with essential standards and Big Ideas in science.	Kelley, Crystal	8/15/2017	Science Lab experiment journal entries Report card Classroom assessments Lesson Plans Classroom observations	5/18/2018 daily
G3.B1.S1.MA1 M408136	Classroom walkthroughs and observations	Edel, Linda	8/22/2017	Lesson plans Student work samples Observation data Learning goals and scales	5/18/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1  A377113	Teachers will use the SJCSO math curriculum maps for math instruction.	Edel, Linda	8/10/2017	Lesson plans, team meeting notes	5/18/2018 daily

V. 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 English Language Arts.

G1.B1 Most effective use of instructional time

G1.B1.S1 All K-2 teachers were trained with the Being a Reader curriculum and all 3-5 teachers were trained with Achieve 3000 during the summer.

PD Opportunity 1

Teachers will implement the Being a Reader/Being a Writer curriculum in Grades K-2, in addition to the iReady Diagnostic. Grades 3-5 will utilize the iReady Diagnostic/Online Instruction/Teacher Toolkit with fidelity.

Facilitator

Being a Reader/Being a Writer - Instructional Literacy Coach; Collaborative Classrooms Trainers
iReady Diagnostic - Instructional Literacy Coach

Participants

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

Schedule

Daily, from 8/10/2017 to 5/18/2018

PD Opportunity 2

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 8/10/2017 to 5/18/2018

G3. All teachers will implement research based strategies to increase the growth of the students in the lowest 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 8/10/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will implement the Being a Reader/Being a Writer curriculum in Grades K-2, in addition to the iReady Diagnostic. Grades 3-5 will utilize the iReady Diagnostic/Online Instruction/Teacher Toolkit with fidelity.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0451 - Timberlin Creek Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: Funds will be used for substitutes for Data Reviews at the end of the first, second, and third quarters. Teachers will review data to make decisions on planning and instruction.</i>			
2	G1.B1.S1.A2	Grade level teachers will provide small group reading instruction to identified students in the bottom quartile 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 Rtl plan implementation.				\$0.00
4	G2.B1.S1.A1	Students in grades K-5 will be instructed with essential standards and Big Ideas in science.				\$0.00
5	G3.B1.S1.A1	Teachers will use the SJCS D math curriculum maps for math instruction.				\$0.00
					Total:	\$2,000.00