2013-2014 SCHOOL IMPROVEMENT PLAN

Timberlin Creek Elementary School

555 PINE TREE LN

St Augustine, FL 32092

904-547-7400

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	8%

Alternative/ESE Center	Charter School	Minority Rate
No	No	21%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Timberlin Creek Elementary School

Principal
Christine Stephan

School Advisory Council chair
Lisa Pruitt and Jocelyn Marabell

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gene Bennett	Assistant Principal

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC team at Timberlin Creek consists of fifteen members, and a district buddy. The SAC chair is Lisa Pruitt. The Co-chair is Jocelyn Marabell. Christine Stephan is the Principal and voting member. The team also consists of four other teachers, one support staff member, and eleven parents. The Vice Principal, Gene Bennett attends SAC meetings, but is not a voting member.

Involvement of the SAC in the development of the SIP

The SAC committee serves the purpose of providing feedback and input related to the SIP goals and strategies.

Activities of the SAC for the upcoming school year

The SAC will help determine how SAC funds will be expended and will assist with implementing the school needs survey. The SAC will also approve the use of school recognition funds.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used primarily to support the implementation of CCSS related to our three SIP goals in reading, writing and math. Teachers will be provided with 1/2 day release time with

substitute teachers covering classrooms for the second, third and fourth quarters of the school year.
Second Quarter 1/2 day release: Writing training with district writing specialist and collaborative team planning
Third Quarter 1/2 day release: Collaborative team planning related to CCSS language arts instruction and reading/writing across the curriculum
Fourth 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
The release time for each quarter will cost approximately $2500 to cover the cost of substitute teachers, with the total at about $7500.
ELA CCSS book study: The Book Whisperer by Donalyn Miller; 60 copies of the book=$870

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Christine Stephan		
Principal	Years as Administrator: 13	Years at Current School: 2

Credentials	BA in Elementary Education Kindergarten Endorsement MS in Elementary Education Certification in Leadership and Administration
Performance Record	2011-2012 School Grade: A (First year in Indiana for grades) ? ISTEP+ E/LA GRADES 3-5 PASSING: 98.3% ? ISTEP+ Math grades 3-5 passing: 97% ? AYP- yes ? Growth Data E/LA: median growth: 69% ? Growth Data Math: median growth: 72% 2012-2013 Timberlin Creek Elementary School Grade A

Gene Bennett		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Bachelor of Arts in Elementary Education 1-6 Master of Science in Educational Leadership	
Performance Record	A School and AYP met 05-06, 06-07, 07-08, 08-09, 09-10 10-11 A School 11-12 A School	

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Jill Hillier		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Education: MED- Exceptional Student Education; Elementary Education k-6: English for Speakers of other Language (ESOL); Exceptional Student Education; Reading Endorsed	
Performance Record	Timberlin Creek Elementary 2007-08 2008-2009 = A 2009-10= B 2010-11= A 2012-2013 = A ? All years met AYP	

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
65

 # receiving effective rating or higher
65, 100%

 # Highly Qualified Teachers
89%

 # certified in-field
59, 91%

 # ESOL endorsed
46, 71%

 # reading endorsed
11, 17%

 # with advanced degrees
24, 37%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
25, 38%

 # with 6-14 years of experience
30, 46%

 # with 15 or more years of experience
10, 15%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Through the use of the online PATS 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 teaching 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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Timberlin Creek does not have any new instructional staff this year who require a mentor or additional training. There are a number of teachers who are in a new grade level or position who 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal –Christine Stephan
Assistant Principal - Gene Bennett
MTSS Facilitator - Jill Hillier
Instructional Literacy Coach - Jill Hiller
Guidance Counselor - Sylvia Stanley
School Psychologist - Marti Womack
Behavior Specialist - Harrold Johannsen
Speech/Language Pathologist - AnnMarie Butler
Responsibilities
-Member of core team
-Attends core meetings
-Attends RtI 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 RtI students into the RtI folder
-Updates data into the RtI digital database
-Schedules meetings to review RtI 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 RtI procedures, progress monitoring and related interventions
-Finalizes RtI referral packet and submits to LEA

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

-The MTSS core team meets weekly
-The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
-Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
-The MTSS core team plans, implements and monitors the progress of school improvement goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
Midyear data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
End of year data:
Reading and Math – FCAT
Reading – FAIR

Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The extended day coordinator and music teacher, in consultation with the principal, is responsible for monitoring the implementation of the strategy.

Strategy: Before or After School Program

Minutes added to school year:

Students in grades 3, 4, and 5 are identified by teachers for participation in after school small group tutoring for 6-8 weeks in math, reading, and/or writing.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FCAT scores are used to determine the effectiveness of the small group tutoring in math, reading, and/or writing.

Who is responsible for monitoring implementation of this strategy?

Teachers and administrators are responsible for monitoring the implementation of the small group tutoring sessions.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jill Hillier, Literacy Coach	Christine Stephan, Principal
Gene Bennett, Asst. Principal	MTSS members

How the school-based LLT functions

The LLT functions through the MTSS process, as individual students are considered regarding growth in reading, writing and math. The main focus is the lowest 25% of the students in each grade level.

Major initiatives of the LLT

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 the adequate learning gains.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 the Fun Run, assemblies, 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	85%	Yes	87%
American Indian		100%		
Asian	90%	88%	No	91%
Black/African American	68%	71%	Yes	71%
Hispanic	86%	84%	No	87%
White	85%	85%	Yes	87%
English language learners		0%		
Students with disabilities	58%	42%	No	62%
Economically disadvantaged	73%	90%	Yes	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	25%	27%
Students scoring at or above Achievement Level 4	271	60%	63%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	220	76%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	31	64%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	122	78%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	84%	No	87%
American Indian		100%		
Asian	95%	98%	Yes	96%
Black/African American	53%	53%	Yes	58%
Hispanic	91%	80%	No	92%
White	87%	84%	No	88%
English language learners		100%		
Students with disabilities	64%	36%	No	68%
Economically disadvantaged	76%	87%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	31%	35%
Students scoring at or above Achievement Level 4	241	53%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	211	73%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	67%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	30%	35%
Students scoring at or above Achievement Level 4	79	50%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	380	42%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	59	7%	2%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	1%
Students who are not proficient in reading by third grade	19	2%	1%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase or maintain the number of volunteers and volunteer hours from the 2012-13 school year. The total number of volunteer hours for the 2012-13 school year was 12,600.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of families participate in parent teacher conferences	609	90%	100%
100% of families will attend at least one school function.	912	100%	100%
Parents will continue to volunteer at school.	549	81%	85%

Area 10: Additional Targets

Additional targets for the school

Students at Timberlin Creek participate in Character Counts is a number of ways, including:
1. Morning announcements with a focus on the pillar of the week/month
2. Classroom lesson plans provided to the teachers by the school counselor to be taught in the classroom
3. Students are "caught soaring" for displaying a character pillar
4. Students are recognized on Fridays for displaying the monthly character pillar by receiving the Challenger Eagle to display in the classroom for one week
5. TCE staff reinforce the Character Counts pillars on a daily basis when working with the students
6. Red Ribbon Week focuses on the Character Counts pillars

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of the students will participate in Character Counts at Timberlin Creek.	912	100%	100%

Goals Summary

G1. Increase independent reading experiences for all students to include multiple genres.

G2. Increase written response to math problems so all students can support and defend answers through critical thinking.

G3. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

Goals Detail

G1. Increase independent reading experiences for all students to include multiple genres.

Targets Supported
- Writing

Resources Available to Support the Goal
- Classroom library, media center, and student provided literature
- Scholastic News National Geographic Magazine
- Technology resources, including World Book and My Virtual Reading Coach

Targeted Barriers to Achieving the Goal
- Time

Plan to Monitor Progress Toward the Goal

Report cards, classroom assessments

Person or Persons Responsible
Teachers, Media Specialist, ILC, Asst. Principal, Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
FCAT 2.0 scores DE scores Reading response journals

G2. Increase written response to math problems so all students can support and defend answers through critical thinking.

Targets Supported

Resources Available to Support the Goal
- Math journals
- Eureka Math
- Technology resources

Targeted Barriers to Achieving the Goal
- Teacher confidence in facilitating critical thinking exercises and writing in math

Plan to Monitor Progress Toward the Goal

Report cards Math journal entries Math DFAs

Person or Persons Responsible
Teachers, principal, assistant principal

Target Dates or Schedule:
quarterly

Evidence of Completion:
Increase in student competence and confidence in written responses to math problems

G3. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

Targets Supported
- Writing
- Science - Elementary School

Resources Available to Support the Goal
- SJCSD Curriculum Maps
- Writing rubrics from SJCSD
- Common Core State Standards
- Student journals, various science, social studies, math and language arts non-fiction resources

Targeted Barriers to Achieving the Goal
- Transition to CCSS

Plan to Monitor Progress Toward the Goal

Completed research projects Report cards

Person or Persons Responsible
Teachers, Principal, Assistant Principal

Target Dates or Schedule:
Annually

Evidence of Completion:
FCAT Writes SJCSD writing assessments Report cards Completed research project

Action Plan for Improvement

Problem Solving Key

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

G1. Increase independent reading experiences for all students to include multiple genres.

G1.B2 Time

G1.B2.S1 Read for 4 program-all students are expected to read outside of school 4 times per week

Action Step 1

Independent reading: K-1: 15 minutes 4 times per week 2-5: 20 minutes 4 times per week

Person or Persons Responsible

Media Specialist, teachers, parents

Target Dates or Schedule

4 times per week after the school day

Evidence of Completion

Student reading calendar initialed by parent and checked by teacher

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Reading calendar

Person or Persons Responsible

Teachers, Media Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student reading calendar reflects reading 4 times per week outside of the school day

Plan to Monitor Effectiveness of G1.B2.S1

Report Card FCAT Reading scores DE data

Person or Persons Responsible

Principal, Assistant Principal, Media Specialist, teachers, ILC

Target Dates or Schedule

quarterly

Evidence of Completion

Student reading calendar

G1.B2.S2 Teachers establish specific time during the school day to allow time for independent accountable reading based upon student interest

Action Step 1

Independent accountable reading

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Minimum of 15 minutes per day during the school day as determined by the teacher

Evidence of Completion

Teacher lesson plans and schedules

Facilitator:

Teacher leaders

Participants:

Teachers in grades k-5

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Walkthroughs and lesson plan check

Person or Persons Responsible

Principal, assistant principal, ILC

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Discovery Ed scores, cold reads, classroom progress, student reading response journal

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Increased student scores and reading levels

G1.B2.S3 Grade level teams establish quarterly reading requirements to include multiple genres

Action Step 1

Each grade level team will determine quarterly reading requirements for students to include multiple genres

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, student record sheet to be determined by classroom teachers, reading journal responses

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Quarterly review of student log showing reading requirements were met

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and student log

Plan to Monitor Effectiveness of G1.B2.S3

Student reading log

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT Reading scores DE Reading scores Report card

G2. Increase written response to math problems so all students can support and defend answers through critical thinking.

G2.B1 Teacher confidence in facilitating critical thinking exercises and writing in math

G2.B1.S1 Practice critical thinking exercises and writing in math

Action Step 1

Math journals for student response to critical thinking exercises in math

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student responses in math journals Report card FCAT math DE math

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

Student math grades Increased accurate student response in math journal

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans Student math journal

Plan to Monitor Effectiveness of G2.B1.S1

Critical thinking relflected through written response

Person or Persons Responsible

K-5 teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Report Card

G2.B1.S2 Sharing strategies and examples of critical thinking exercises and writing in math

Action Step 1

Modeling of lessons, sharing of lesson plans, video clips

Person or Persons Responsible

Classroom teachers, team leaders, district math specialist

Target Dates or Schedule

Team planning and PLC's

Evidence of Completion

Team minutes and Sunguard

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Team minutes

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

After team meetings/PLC's

Evidence of Completion

Sunguard, walkthroughs

Plan to Monitor Effectiveness of G2.B1.S2

Student math journals

Person or Persons Responsible

Teachers and Team Leaders

Target Dates or Schedule

After team meetings and PLC's

Evidence of Completion

Lesson plans reflect new strategies for critical thinking exercises and writing in math

G2.B1.S3 District math specialist and teacher leaders to provide support, coaching, model lessons, and co-teaching in critical thinking exercises and writing in math

Action Step 1

Co-teaching with math specialist Model lessons Coaching

Person or Persons Responsible

Teacher leaders and math specialist

Target Dates or Schedule

During math class and team meetings

Evidence of Completion

Team meeting minutes Sunguard School training schedule

Facilitator:

SJCSD Math Specialist Teacher Leaders

Participants:

Teacher leaders and math specialist

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Sign in sheets

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

After each PD session

Evidence of Completion

Sunguard

Plan to Monitor Effectiveness of G2.B1.S3

Review of student math journals Coaching feedback Report cards

Person or Persons Responsible

Teachers, principal, assistant principal, math specialist

Target Dates or Schedule

quarterly

Evidence of Completion

Student written responses on math DFAs

G3. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

G3.B1 Transition to CCSS

G3.B1.S1 Additional training for teachers in CCSS to foster the implementation of student written response to non fiction text across the curriculum

Action Step 1

Modeling CCSS in writing across the curriculum

Person or Persons Responsible

Teachers, ILC, LA specialist from district, writing specialist from district

Target Dates or Schedule

Early release Wednesdays

Evidence of Completion

Sunguard

Facilitator:

SJCSD curriculum specialists ILC

Participants:

Teachers, ILC, LA specialist from district, writing specialist from district

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

TCE Training Calendar

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Sunguard

Plan to Monitor Effectiveness of G3.B1.S1

Walkthroughs, lesson plans, student writing competence, student writing journals

Person or Persons Responsible

Teachers, Principal, Assistant Principal, ILC

Target Dates or Schedule

Quarterly

Evidence of Completion

Strategies are implemented in the classrooms Student response journals in science, social studies, math and language arts Report cards

G3.B1.S2 Time to collaborate and plan for writing across the curriculum using CCSS strategies

Action Step 1

Time for teachers to collaboratively plan for writing across the curriculum

Person or Persons Responsible

Teachers, team leaders

Target Dates or Schedule

Team planning each month

Evidence of Completion

Team minutes

Facilitator:

Team Leaders

Participants:

Grade level teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Lesson plans

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Team minutes

Plan to Monitor Effectiveness of G3.B1.S2

Lessons implemented with students

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Team Meeting Minutes

G3.B1.S3 Students will participate in an interdisciplinary research project (to be determined by grade level teachers) that will include writing across the curriculum in response to non-fiction text

Action Step 1

Students will complete a research project to be determined by grade level teachers

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Annually

Evidence of Completion

Completed research projects Report cards

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Walkthroughs Lesson plans Completed research projects

Person or Persons Responsible

Principal, Assistant Principal, Teachers

Target Dates or Schedule

Annually

Evidence of Completion

Lesson Plans Completed research projects

Plan to Monitor Effectiveness of G3.B1.S3

Student journals, extended responses on class assessments, district writing assessment

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Annually

Evidence of Completion

Student research project with written response

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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:

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.

Wilson Fundations kits and required supplemental Wilson student materials will be purchased. The Wilson Fundations program will be used with selected students in the bottom quartile in reading in grades K-3. Students will be identified from standardized progress monitoring assessments, classroom achievement data, and teacher anecdotal records.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase independent reading experiences for all students to include multiple genres.

G1.B2 Time

G1.B2.S2 Teachers establish specific time during the school day to allow time for independent accountable reading based upon student interest

PD Opportunity 1

Independent accountable reading

Facilitator

Teacher leaders

Participants

Teachers in grades k-5

Target Dates or Schedule

Minimum of 15 minutes per day during the school day as determined by the teacher

Evidence of Completion

Teacher lesson plans and schedules

G2. Increase written response to math problems so all students can support and defend answers through critical thinking.

G2.B1 Teacher confidence in facilitating critical thinking exercises and writing in math

G2.B1.S3 District math specialist and teacher leaders to provide support, coaching, model lessons, and co-teaching in critical thinking exercises and writing in math

PD Opportunity 1

Co-teaching with math specialist Model lessons Coaching

Facilitator

SJCSD Math Specialist Teacher Leaders

Participants

Teacher leaders and math specialist

Target Dates or Schedule

During math class and team meetings

Evidence of Completion

Team meeting minutes Sunguard School training schedule

G3. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

G3.B1 Transition to CCSS

G3.B1.S1 Additional training for teachers in CCSS to foster the implementation of student written response to non fiction text across the curriculum

PD Opportunity 1

Modeling CCSS in writing across the curriculum

Facilitator

SJCSD curriculum specialists ILC

Participants

Teachers, ILC, LA specialist from district, writing specialist from district

Target Dates or Schedule

Early release Wednesdays

Evidence of Completion

Sunguard

G3.B1.S2 Time to collaborate and plan for writing across the curriculum using CCSS strategies

PD Opportunity 1

Time for teachers to collaboratively plan for writing across the curriculum

Facilitator

Team Leaders

Participants

Grade level teachers

Target Dates or Schedule

Team planning each month

Evidence of Completion

Team minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase independent reading experiences for all students to include multiple genres.	$870
G3.	Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.	$7,500
	Total	$8,370

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
SAC	$870	$7,500	$8,370
Total	$870	$7,500	$8,370

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase independent reading experiences for all students to include multiple genres.

G1.B2 Time

G1.B2.S2 Teachers establish specific time during the school day to allow time for independent accountable reading based upon student interest

Action Step 1

Independent accountable reading

Resource Type

Evidence-Based Program

Resource

Book study on The Book Whisperer by Donalyn Miller

Funding Source

SAC

Amount Needed

$870

G3. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

G3.B1 Transition to CCSS

G3.B1.S1 Additional training for teachers in CCSS to foster the implementation of student written response to non fiction text across the curriculum

Action Step 1

Modeling CCSS in writing across the curriculum

Resource Type

Professional Development

Resource

Instructional staff will work with the SJCSD writing specialist during 1/2 day training sessions.

Funding Source

SAC

Amount Needed

$2,500

G3.B1.S2 Time to collaborate and plan for writing across the curriculum using CCSS strategies

Action Step 1

Time for teachers to collaboratively plan for writing across the curriculum

Resource Type

Professional Development

Resource

Grade level teams will work on CCSS planning for writing across the curriculum during 1/2 day release time, with substitute teachers covering classes

Funding Source

SAC

Amount Needed

$5,000