

St. Johns County School District

# Timberlin Creek Elementary School



2018-19 Schoolwide Improvement Plan

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# Timberlin Creek Elementary School

555 PINE TREE LN, St Augustine, FL 32092

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	9%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

## School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

## SIP Authority

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>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

We are a community, Together Creating Excellence, using tools of the information age to inspire personal growth, creative thinking, and exemplary character! We strive to be Safe, Organized, have an Awesome Attitude and show Respect in order to SOAR like exemplary EAGLES.

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

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

### School Leadership Team

#### 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
Kelley, Crystal	Instructional Coach
Traylor, Michelle	Teacher, K-12

#### Duties

#### 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 Chair - Crystal Kelley  
SAC Co-Chair & Teacher - Michelle Traylor  
School Counselor - TBD  
School Psychologist - Christien Romanello

Responsibilities Include:

Attendance/Support at Rtl Review Meetings with Teachers  
Attendance at MTSS Core Team Meetings  
Development of Tier II and Tier III Academic & Behavior Plans  
ESE Professional Development with BPIE: Best Practices for Inclusive Education  
Differentiate between Tier I Core Instruction Versus Interventions  
Documentation of Students' Progress Monitoring Data  
Upload of Data into the Rtl Digital Database  
Development of Schedules: Rtl Meetings + Hearing/Vision Screenings + Speech/Language Screenings  
Refers Students/Parents to Appropriate Community Resources  
Performs Classroom Observations + Teacher Evaluations through Marzano Model/EEE  
Guidance Lessons Based Upon Specific Needs: Character Counts! + Social Skills Lessons + Individual Support

Professional Development: RtI Procedures + Progress Monitoring + Related Interventions  
 Finalization of RtI Referral Packet - Submission to LEA

**Early Warning Systems**

**Year 2017-18**

**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	4	11	5	11	4	9	0	0	0	0	0	0	0	44
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	3	9	12	0	0	0	0	0	0	0	24

**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	0	1	1	2	0	0	0	0	0	0	0	4

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	0	2	1	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	3	1	0	3	0	0	0	0	0	0	0	0	7

**Date this data was collected**

Monday 7/23/2018

**Year 2016-17 - As Reported**

**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

**Year 2016-17 - Updated**

**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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The data component that performed the lowest was the ELA lowest 25th percentile [43%] and the Mathematics lowest 25th percentile [66%] of our students. This data component was demonstrated as an area of concern during the 2016-17 school year as well: ELA [45%] and Mathematics [54%] This is a trend at Timberlin Creek Elementary School.

**Which data component showed the greatest decline from prior year?**

The data component that showed the greatest decline from the 2017 school year: ELA Learning Gains at a negative -9%, Math Learning Gains at a negative -14%, and Mathematics lowest 25th percentile at a negative -9%.

**Which data component had the biggest gap when compared to the state average?**

The data component that had the biggest gap when compared to the state average was Science Achievement at a positive +24%. Although all of our achievement percentages were +24% for all three content areas [ELA, Mathematics, and Science], the Science Achievement for Timberlin Creek

Elementary School was the closest to the state average. Data for Science Achievement: State 55% and School 79%

**Which data component showed the most improvement? Is this a trend?**

Unfortunately when comparing all of the data components from the 2017-18 school year to the data for the 2016-17 school year, there are zero components that showed the most improvement. When reviewing the information presented for all data components, there was between a 4-14% decline in a high number of reporting categories.

**Describe the actions or changes that led to the improvement in this area.**

During the 2017-18 school year, there were a number of initiatives that we started to explore. Those initiatives for improvement included: iReady Diagnostics + Teacher Toolbox, Professional Learning Communities, T.I.D.E [Targeted Intervention-Differentiation-Enrichment], an alignment of curriculum/standards/resources, and the revision of our Rtl criteria for both ELA and Mathematics.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	80%	72%	56%	85%	68%	52%
ELA Learning Gains	64%	59%	55%	70%	59%	52%
ELA Lowest 25th Percentile	57%	50%	48%	60%	53%	46%
Math Achievement	86%	77%	62%	90%	70%	58%
Math Learning Gains	65%	67%	59%	77%	63%	58%
Math Lowest 25th Percentile	58%	58%	47%	70%	60%	46%
Science Achievement	79%	68%	55%	83%	66%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (1)	11 (4)	5 (10)	11 (4)	4 (4)	9 (4)	44 (27)
One or more suspensions	0 (0)	1 (0)	0 (3)	0 (0)	1 (2)	0 (0)	2 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (1)	2 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (1)	9 (1)	12 (13)	24 (15)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	78%	1%	57%	22%
	2017	91%	80%	11%	58%	33%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	83%	74%	9%	56%	27%
	2017	85%	74%	11%	56%	29%
Same Grade Comparison		-2%				
Cohort Comparison		-8%				
05	2018	80%	73%	7%	55%	25%
	2017	81%	75%	6%	53%	28%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	80%	4%	62%	22%
	2017	98%	80%	18%	62%	36%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	91%	83%	8%	62%	29%
	2017	91%	82%	9%	64%	27%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
05	2018	85%	79%	6%	61%	24%
	2017	84%	80%	4%	57%	27%
Same Grade Comparison		1%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	80%	73%	7%	55%	25%
	2017					
Cohort Comparison						

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	46	41	50	56	48	39				
ELL	45			91							
ASN	90	70		98	83		94				
BLK	30			40							



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	69	43	42	71	48	36	50				
MUL	65	56		75	69		45				
WHT	82	67	61	87	65	63	84				
FRL	65	57	53	67	57	37	68				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	54	55	51	70	62	56	48				
ASN	98	87		100	97		100				
BLK	42			42							
HSP	77	78		79	74	54	83				
MUL	67	73		71	55						
WHT	88	73	58	95	79	71	83				
FRL	69	75	69	82	63	57	38				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

<b>Activity #1</b>	
<b>Title</b>	English Language Arts At Timberlin Creek Elementary School, the ELA achievement levels, the ELA learning gains, and the ELA lowest 25th percentile have declined from the 2016-17 school year into the 2017-18 school year.
<b>Rationale</b>	ELA Achievement: 86% [2017] to 80% [2018] ELA Learning Gains: 75% [2017] to 64% [2018] ELA Lowest 25th Percentile: 62% [2017] to 57% [2018]  From 2016 through 2018, Timberlin Creek has demonstrated a steady decline in achievement levels [percent of Level 3 and above] with the same group of students: 89% [2016] 85% [2017] 80% [2018] This information displays a negative -15 decline. Timberlin Creek received the designation of an A-rated school; however, our projected number of points has declined from 543 [2017] to 489 [2018]. A negative factor of -54 points from 2017 to 2018.
<b>Intended Outcome</b>	Our intended outcome/goal is to improve each reporting category by +2 in the content area of English Language Arts.
<b>Point Person</b>	Gene Bennett (gene.bennett@stjohns.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Rtl Criteria Re-Evaluation & Revision Professional Development [DRA, Tier II versus Tier III interventions menu, Rtl process] Professional Learning Communities: Horizontal & Vertical Design of Grade Levels Professional Development: The Benefits of Backwards Design [Tier I Curriculum/Resources] iReady [data chats, student/teacher conferences] Mandatory Parent/Teacher Conferences [Frequency: Nine Weeks Grading Period] Comprehensive Teacher Mentoring Program
<b>Person Responsible</b>	Crystal Kelley (crystal.kelley@stjohns.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Informal Observations of Best Practices & Instructional Techniques Progress Monitoring w/Definitive Assessment Tools [i.e. Common Forms of Assessment] Professional Development on Data Analysis + Professional Learning Communities Goals/Expectations iReady Diagnostic Results + % Usage with iReady Toolbox & Instructional Pathways
<b>Person Responsible</b>	Linda Edel (linda.edel@stjohns.k12.fl.us)

<b>Activity #2</b>	
<b>Title</b>	Mathematics At Timberlin Creek Elementary School, the Mathematics achievement levels, the Mathematics learning gains, and the Mathematics lowest 25th percentile have declined from the 2016-17 school year into the 2017-18 school year.
<b>Rationale</b>	Mathematics Achievement: 91% [2017] to 86% [2018] Mathematics Learning Gains: 79% [2017] to 65% [2018] Mathematics Lowest 25th Percentile: 67% [2017] to 58% [2018]  From 2016 through 2018, Timberlin Creek has demonstrated a steady decline in achievement levels [percent of Level 3 and above] with the same group of students: 94% [2016] 91% [2017] 85% [2018] This information displays a negative -13 decline. Timberlin Creek received the designation of an A-rated school; however, our projected number of points has declined from 543 [2017] to 489 [2018]. A negative factor of -54 points from 2017 to 2018.
<b>Intended Outcome</b>	Our intended outcome/goal is to improve each reporting category by +2 in the content area of Mathematics.
<b>Point Person</b>	Gene Bennett (gene.bennett@stjohns.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	RtI Criteria Re-Evaluation & Revision Professional Development [DRA, Tier II versus Tier III interventions menu, RtI process] Professional Learning Communities: Horizontal & Vertical Design of Grade Levels Professional Development: The Benefits of Backwards Design [Tier I Curriculum/Resources] iReady [data chats, student/teacher conferences] Mandatory Parent/Teacher Conferences [Frequency: Nine Weeks Grading Period] Comprehensive Teacher Mentoring Program
<b>Person Responsible</b>	Crystal Kelley (crystal.kelley@stjohns.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Informal Observations of Best Practices & Instructional Techniques Progress Monitoring w/Definitive Assessment Tools [i.e. Common Forms of Assessment] Professional Development on Data Analysis + Professional Learning Communities Goals/Expectations iReady Diagnostic Results + % Usage with iReady Toolbox & Instructional Pathways
<b>Person Responsible</b>	Linda Edel (linda.edel@stjohns.k12.fl.us)

**Activity #3**

<b>Title</b>	Character Counts! Education
<b>Rationale</b>	To provide clear, concise expectations for character development all stakeholders at Timberlin Creek Elementary. The Character Counts! lessons will coincide with lessons that parallel social emotional learning [SEL]. Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships.
<b>Intended Outcome</b>	Timberlin Creek Elementary participates in the Character Counts Program along with the other schools within the St. Johns County School District. Each month we focus on a specific character trait. The students will learn about the traits through guidance lessons and be encouraged to display the characteristics associated with each trait. At the end of each month, teachers will choose a student from each class who were excellent examples of that month's trait. These students will be recognized at the beginning of the following month at a celebratory event. Each month, three faculty and/or staff members are recognized as well. Colleagues complete a "You've Been Caught SOAR-ing" recognition slip, and faculty and/or staff members are then selected to receive an award at the monthly ceremony.
<b>Point Person</b>	Linda Edel (linda.edel@stjohns.k12.fl.us)

**Action Step**

<b>Description</b>	Character Counts! Lessons on Wednesdays: PLC Resource Rotations: Guidance Counselor Social-Emotional Learning Lessons on Resource Wheel: Guidance Counselor Monthly Recognition Ceremony for Students & Faculty MTSS Core Meetings with Additional Supports: Principal Assistant Principal Instructional Literacy Coach School Psychologist Guidance Counselor - TBD Social Worker and/or Mental Health Counselor [if necessary]
<b>Person Responsible</b>	Linda Edel (linda.edel@stjohns.k12.fl.us)

**Plan to Monitor Effectiveness**

<b>Description</b>	School Data Dashboard + Student Data Dashboard + Early Warning Systems MTSS Meetings + Discussions Behavior Referrals + Mental Health Referrals
<b>Person Responsible</b>	Gene Bennett (gene.bennett@stjohns.k12.fl.us)