Timbercrest Elementary School

2019-20 Schoolwide Improvement Plan

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Timbercrest Elementary School

2401 EUSTACE AVE, Deltona, FL 32725

http://myvolusiaschools.org/school/timbercrest/pages/default.aspx

Demographics

Principal: Lonnie Tidmarsh J

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (60%) 2015-16: B (59%) 2014-15: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

T ogether we can achieve
I ntegrity
G oals
E xcellence
R espect, responsibility and
S uccess!

Provide the school's vision statement.

We believe that students will learn when...
- there is a positive, welcoming environment where they are respected, supported by all stakeholders, and encouraged to take risks.
- lessons are engaging, relevant, and hands-on.
- instruction is meaningful, purposeful, and differentiated.
- feedback is immediate and specific.
- their learning styles and individual learning timelines are respected.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Tidmarsh, Lonnie	Principal	2019-2020 School Improvement Plan Administrator and Contact 2019-2020 Title I Administrator and Contact 2019-2020 Timbercrest MTSS Leadership Team Member The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, PBIS Team, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.
Cinkosky, Chelsea	Administrative Support	Administrative Teacher on Assignment Positive Behavioral Interventions & Supports (PBIS) Contact 2019-2020 Timbercrest MTSS Leadership Team Member
Cook, Tricia	Teacher, K-12	1st Grade Teacher 1st Grade Team Lead 2019-2020 Timbercrest MTSS Leadership Team Member
Ginn, Michelle	Teacher, K-12	5th Grade Teacher 5th Grade Team Lead 2019-2020 Timbercrest MTSS Leadership Team Member
Kuches, Kristy	Instructional Coach	K-5th Instructional Coach 2019-2020 Timbercrest MTSS Leadership Team Member

Name	Title	Job Duties and Responsibilities
Miles, Michelle	Assistant Principal	Assistant Principal Exceptional Student Education (ESE) Administrator and Contact Positive Behavioral Interventions & Supports (PBIS) Administrator and Contact 2019-2020 Timbercrest MTSS Leadership Team Member
San, Krista	Teacher, K-12	3rd Grade Teacher 3rd Grade Team Lead 2019-2020 Timbercrest MTSS Leadership Team Member
Amoroso, Michele	Teacher, K-12	2rd Grade Teacher 2rd Grade Team Lead 2019-2020 Timbercrest MTSS Leadership Team Member

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	107	123	144	116	138	145	0	0	0	0	0	0		773
Attendance below 90 percent	8	10	3	8	9	7	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	5	16	34	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	5	3	3	5	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

57

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	14	10	11	5	14	12	0	0	0	0	0	0	0	66
One or more suspensions	2	3	0	2	5	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	5	16	34	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	6	10	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	56%	57%	66%	55%	55%
ELA Learning Gains	61%	56%	58%	57%	53%	57%
ELA Lowest 25th Percentile	46%	46%	53%	47%	44%	52%
Math Achievement	69%	59%	63%	75%	62%	61%
Math Learning Gains	58%	56%	62%	60%	58%	61%
Math Lowest 25th Percentile	39%	43%	51%	52%	47%	51%
Science Achievement	66%	57%	53%	65%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	107 (0)	123 (0)	144 (0)	116 (0)	138 (0)	145 (0)	773 (0)
Attendance below 90 percent	8 ()	10 ()	3 ()	8 ()	9 ()	7 ()	45 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	16 (0)	34 (0)	55 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	58%	7%	58%	7%
	2018	60%	56%	4%	57%	3%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	64%	54%	10%	58%	6%
	2018	63%	54%	9%	56%	7%
Same Grade Comparison		1%				
Cohort Comparison		4%				
05	2019	61%	54%	7%	56%	5%
	2018	62%	51%	11%	55%	7%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	60%	13%	62%	11%
	2018	74%	58%	16%	62%	12%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	70%	59%	11%	64%	6%
	2018	67%	60%	7%	62%	5%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
05	2019	62%	54%	8%	60%	2%
	2018	67%	57%	10%	61%	6%
Same Grade Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	56%	9%	53%	12%
	2018	65%	56%	9%	55%	10%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	23	30	23	26	46	43	36				
ELL	58	66	47	54	57	55	57				
BLK	54	50		56	46		53				
HSP	57	58	38	61	57	39	56				
MUL	75	79		71	65		75				
WHT	71	63	55	79	62	44	81				
FRL	61	55	44	65	55	39	59				

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	32	46	39	32	31	38	21				
ELL	56	65	44	60	60	43	40				
BLK	66	45	25	70	50	40	53				
HSP	61	57	41	66	52	49	60				
MUL	59	65		57	59						
WHT	69	56	44	81	57	47	79				
FRL	63	52	35	70	52	45	64				

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	31	35	39	41	43	42	25				
ELL	49	47	38	60	47	46	50				
BLK	56	56		70	57		38				
HSP	62	57	42	71	62	54	65				
MUL	61	27		65	36						
WHT	73	59	45	82	61	50	76				
FRL	62	55	47	72	58	55	61				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	85
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Learning Gains of the Lowest 25% in the area of mathematics according to 2018-2019 FSA data. 39% of of the lowest 25% made learning gains in mathematics. Also, the Subgroup Federal Index identified our Students with Disabilities as an ESSA subgroup needing support due to a rating of 40%. Learning Gains of the Lowest 25% in the area of mathematics decreased 7% when comparing 2017-2018 data to 2018-2019 data. Our ESSA subgroup Students with Disabilities saw decreases in the area of achievement (-9%), learning gains (-16%), and learning gains of lowest 25% (-16) when comparing ELA data from 2017-2018 to 2018-2019. Additionally, Students with Disabilities decreased in achievement (-6) in mathematics when comparing 2017-2018 data to 2018-2019 data.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Learning Gains of the Lowest 25% in the area of mathematics according to 2018-2019 FSA data. When comparing 2017-2018 data to 2018-2019 data, a 7% decline in learning gains occured with the Lowest 25% in the area of mathematics. Within our ESSA subgroup (Students with Disabilities), a 16% decline occured in learning gains and learning gains of the lowest 25% in the area of ELA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Learning Gains for our ESSA subgroup (Students with Disabilities) with a gap of -11% and ELA Learning Gains of the Lowest 25% for our ESSA subgroup (Students with Disabilities) with a gap of -15%. Bot components had a decrease at the school level when comparing 2017-2018 FSA data to 2018-2019 FSA data. At the school level, Timbercrest saw a decrease in ELA Learning Gains for our ESSA subgroup (Students with Disabilities) of -16%. At the school level, Timbercrest saw a decrease in ELA Learning Gains of the Lowest 25% for our ESSA subgroup (Students with Disabilities) of -16%.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning Gains of the Lowest 25% in the area of ELA according to the 2018-2019 FSA data. When comparing 2017-2018 data to 2018-2019 data, a 6% increase in learning gains occured with the Lowest 25% in the area of ELA. Within our ESSA subgroup (Students with Disabilities), a 15% increase occured in Learning Gains in math and Achievement in science.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Students scoring a Level 1 on statewide assessment (3rd grade-5 students, 4th grade-16 students, 5th grade-34 students).
2. Students with attendance below 90% (Kindergarten-8 students, 1st grade-10 students, 2nd grade-3 students, 3rd grade-8 students, 4th grade-9 students, 5th grade-7 students).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Science Proiciency
2. English Language Arts Lowest Quartile Learning Gains
3. Math Lowest Quartile Learning Gains
4. ESSA Subgroup (less than 41%)-Students with Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science Proficiency
Rationale	As a result of our Needs Assessment and Analysis it revealed that our Science Proficiency was at 65%. Our SLT has decided to focus on Science Proficiency for all students. Further analysis revealed that most of the students in our targeted ESSA Subgroups of ESE preformed below 41%.
State the measurable outcome the school plans to achieve	Increase Science Proficiency from 65% to 70%. Students with Disabilities (ESSA Subgroup) Science Proficiency from 36% to 42%.
Person responsible for monitoring outcome	Lonnie Tidmarsh (ljtidmar@volusia.k12.fl.us)
Evidence-based Strategy	Standards based instruction.
Rationale for Evidence-based Strategy	Response to Intervention has a 1.29 effect size according to John Hattie. Strategy to Integrate with Prior Knowledge has a .93 effect size according to John Hattie. Interventions for Students with Learning Needs has a .77 effect size according to John Hattie. Vocabulary Programs has a .62 effect size according to John Hattie.
Action Step	
Description	1. Review Science Proficiency data to finalize master schedule focused on proper placement of students for interventions, ESE and ESOL support. 2. Facilitate PL on Science Trace Maps. 3. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions. 4. Provide quarterly data day planning meetings for grades K-5th, including ESE and ESOL, with the support of Administration, Academic Instructional Coach, Inteverntion Teachers, and Administrative Teacher on Assignment. 5. Create Coaching Cycles to support teacher growth in the area of science instruction. 6. Conduct four data walks with Administration, Academic Instructional Coach, Administrative Teacher on Assignment, and Teacher Leaders. 7. Monitor science instruction and intervention through ongoing Administrative Walkthroughs and Feedback. 8. Integrate science content within the reading intervention block. 9. Increase science instuction per week by creating a master schedule to include science instruction 5 days a week with an increase in science minutes each day. 10. Monitor progress using SMT/VST data during weekly PLC and Data Days. 11. Facilitate PL on the 5E Learning Model 12. PTA Family STEAM Night focused on parent involvement will include focus standards chosen based on the district assessment data. Activities will include a hands on approach to review and solidify science knowledge in grades K-2. Family STEAM Night will also inform families on science actiivties that can be utilized at home to support the science standards. 13. 5th grade science Spring Break Nearpod Challenge will be provided to all 5th grade students. The Nearpod Challenge will include science standards from grades 3-5.

Students will engage in the challenge to review standards through text, diagrams, games and other digital content.

Person Responsible	Lonnie Tidmarsh (ljtidmar@volusia.k12.fl.us)

#2	
Title	English Language Arts Lowest Quartile Learning Gains
Rationale	As a result of our Needs Assessment and Analysis it revealed that 46% of our students in the Lowest Quartile made learning gains in ELA. Further analysis revealed that within the lowest quartile our focus will include the students in our targeted ESSA Subgroup Students with Disibilities.

State the measurable outcome the school plans to achieve	Increase ELA learning gains in the lowest quartile from 46% to 50%. Students with Disabilities (ESSA Subgroup) increase ELA learning gains in the lowest quartile with students with disabliites from 23% to 42%.
Person responsible for monitoring outcome	Lonnie Tidmarsh (ljtidmar@volusia.k12.fl.us)
Evidence-based Strategy	Differentiated Instruction provided by teachers and specialized intervention teachers.
Rationale for Evidence-based Strategy	Small group instruction has an effect size of .47 according to John Hattie. Interventions for Students with Learning Needs has a .77 effect size according to John Hatti's meta-analysis.

Action Step	
Description	1. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions. 2. Provide quarterly data day planning meetings for grades K-5th, including ESE and ESOL, with the support of Administration, Academic Instructional Coach, Inteverntion Teachers, and Administrative Teacher on Assignment. 3. Create Coaching Cycles to support teacher growth in the area of reading instruction. 4. Conduct four data walks with Administration, Academic Instructional Coach, Administrative Teacher on Assignment, and Teacher Leaders. 5. Monitor ELA instruction and intervention through ongoing Administrative Walkthroughs and Feedback. 6. Monitor progress using SMT/VLT data during weekly PLC and Data Days. 7. Provide PL on new Reading textbooks with follow-up support provided Instructional Coach. 8. Literacy Night that will provide parents with reading/writing strategies to build the home-school connection. 9. Facilitate an FSA Boot Camp to prepare students for the ELA state assessment. 10. Remediation through tutoring (during and after school).
Person Responsible	Lonnie Tidmarsh (ljtidmar@volusia.k12.fl.us)

#3	
Title	Math Lowest Quartile Learning Gains
Rationale	As a result of our Needs Assessment and Analysis it revealed that 39% of our students in lowest quartile made learning gains according to the Math FSA. Further analysis revealed that our focus will include the students in our targeted ESSA Subgroups Students with Disabilities.
State the measurable outcome the school plans to achieve	Increase Math learning gains from 39% to 50%. Students with Disabilities (ESSA Subgroup) increase math proficiency from 26% to 42%.
Person responsible for monitoring outcome	Lonnie Tidmarsh (ljtidmar@volusia.k12.fl.us)
Evidence-based Strategy	Differentiated Instruction provided by teachers and specialized intervention teachers.
Rationale for Evidence-based Strategy	Response to Intervention has a 1.29 effect size according to John Hattie.
Action Step	
Description	1. Increase math instructional time by creating a master schedule to include math intervention 5 days a week. 2. Facilitate PL on new Math textbook series 3. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions. 4. Provide quarterly data day planning meetings for grades K-5th, including ESE and ESOL, with the support of Administration, Academic Instructional Coach, Inteverntion Teachers, and Administrative Teacher on Assignment. 5. Create Coaching Cycles to support teacher growth in the area of Math instruction. 6. Conduct four data walks with Administration, Academic Instructional Coach, Administrative Teacher on Assignment, and Teacher Leaders. 7. Monitor math instruction and intervention through ongoing Administrative Walkthroughs and Feedback. 8. Integrate math content within science block. 10. Monitor progress using SMT/VMT data during weekly PLC and Data Days. 11. Coordinate a Math night at local Publix for real world application to math concepts.
Person Responsible	Lonnie Tidmarsh (ljtidmar@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

All stakeholders will receive a refresher on the PBIS stratgies, incuding the addition of the Tier 2 supports. PBIS will encourage postive behavior and attendance.

Time has been designated on the master calendar for all students to receive Sanford Harmony (SEL curriculum).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Timbercrest will hold Parent Involvement Nights such as a S.T.E.A.M. Night and Publix Math Night. These events will include the Timbercrest Leadership Team, teachers from other Volusia County Schools and volunteers from higher education universities such as UCF and DSC. We also host Meet the Teacher day, two Open House nights, and Title 1 Parent Meetings. PTA Events will be held throughout the year to include the community in events. Our volunteer coordinator will seek additional business partners to provide incentives for student achievement in the areas of academics and behavior. We are also starting a new school-wide student incentive program to support our Positive Behavior Interventions and Supports initiative. This house system reaward program will include parents and business partners.

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

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.

A school counselor and school psychologist are on hand to make sure the emotional needs of all students are met. Counseling is available when needed, as well as programs incentives for those who have the potential to be leaders. The school counselor and psychologist meet with students and teachers regularly to stay proactive.
Sanford-Harmony Social Emotional Learning program will be implemented this year in kindergarten through 5th grade. This includes all student subgroups. Aditionally, guidance and administration will be providing Positive Behavioral Interventions and Supports Tier 2 weekly interventions for students identified based on discipline data and teacher input.

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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.

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

NA

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Science Proficiency				$9,018.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			6781 - Timbercrest Elementary School	Title, I Part A		$2,550.00
			Notes: Science Intervention-Purchase of Site License for BrainPop and BrainPop, Jr (K-3rd).			
			6781 - Timbercrest Elementary School	Title, I Part A		$999.00
			Notes: Science Intervention-Purchase of Mystery Science supplemental materials (Grades K-5th).			
			6781 - Timbercrest Elementary School	Title, I Part A		$1,000.00
			Notes: Science Intervention-Purchase of Legends of Learning.com supplemental materials (Grades K-5).			
			6781 - Timbercrest Elementary School	Title, I Part A		$4,469.00
			Notes: Parent Envolvement-STEAM Night and other science, ELA, and math academic events. Parent Communication folders.			
2	III.A.	Areas of Focus: English Language Arts Lowest Quartile Learning Gains				$149,294.74

Function	Object	Budget Focus	Funding Source	FTE	2019-20
		6781 - Timbercrest Elementary School	Title, I Part A		$7,750.98
		Notes: TIPA Tutor-Provide ELA Interventionfor for targeted students based on ongaing assessment data.			
	100-Salaries	6781 - Timbercrest Elementary School	Title, I Part A		$114,743.76
		Notes: Intervention Teachers-Use Titlte 1 Funds to pay for a primary and intermediate (x2) intervention teachers to support student academic achievement and classroom instruction in the subject areas of ELA with the integration of math and science.			
		6781 - Timbercrest Elementary School	Title, I Part A		$26,800.00
		Notes: Professional Development-Ron Clark Experience (12 faculty/staff), Dave Weber presentation (Stick & Stones Exposed), and Professional Conferences.			
3	**III.A.**	**Areas of Focus: Math Lowest Quartile Learning Gains**			**$67,494.00**
Function	Object	Budget Focus	Funding Source	FTE	2019-20
		6781 - Timbercrest Elementary School	Title, I Part A		$3,188.00
		Notes: Math Intervention-Purchase of IXL Site License for Math (Grades 3-5) for 1 year.			
		6781 - Timbercrest Elementary School	Title, I Part A		$25,000.00
		Notes: Quarterly Data Days-Provide times on a quarterly basis for grade level PLcs to meet, analyze data and collaborate on lesson plans (all subject areas).			
		6781 - Timbercrest Elementary School	Title, I Part A		$3,556.00
		Notes: Supplemental Instructional Materials and Supplies-After School Tutoring, Saturday Boot Camp and Supplemental Classroom Activities (all subject areas).			
		6781 - Timbercrest Elementary School	Title, I Part A		$35,000.00
		Notes: Academic Support/Tutoring-Satuarday ELA/Math Boot Camps (K-5th grade). After School ELA/Math Tutoring twice a week (K-5th grade).			
		6781 - Timbercrest Elementary School	Title, I Part A		$750.00
		Notes: Family Engagement-Publix Math Night supplies and materials.			
				Total:	**$225,806.74**