Timbercrest Elementary School

2020-21 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: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

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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.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Tidmarsh, Lonnie	Principal	2020-2021 School Improvement Plan Administrator and Contact 2020-2021 Title I Administrator and Contact 2020-2021 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.
Cook, Tricia	Teacher, K-12	1st Grade Teacher 1st Grade Team Lead 2020-2021 Timbercrest MTSS Leadership Team Member
Ginn, Michelle	Teacher, K-12	5th Grade Teacher 5th Grade Team Lead 2020-2021 Timbercrest MTSS Leadership Team Member
Kuches, Kristy	Instructional Coach	K-5th Instructional Coach 2020-2021 Timbercrest MTSS Leadership Team Member
Miles, Michelle	Assistant Principal	Assistant Principal Exceptional Student Education (ESE) Administrator and Contact Positive Behavioral Interventions & Supports (PBIS) Administrator and Contact 2020-2021 Timbercrest MTSS Leadership Team Member

Name	Title	Job Duties and Responsibilities
San, Krista	Teacher, K-12	3rd Grade Teacher 3rd Grade Team Lead 2020-2021 Timbercrest MTSS Leadership Team Member
Amoroso, Michele	Teacher, K-12	2rd Grade Teacher 2rd Grade Team Lead 2020-2021 Timbercrest MTSS Leadership Team Member
Burt, Sharon	Teacher, K-12	Kindergarten Teacher Kindergarten Team Lead 2020-2021 Timbercrest MTSS Leadership Team Member
Bryant, Rylee	Teacher, K-12	5th Grade Teacher 2020-2021 Timbercrest MTSS Leadership Team Member

Demographic Information

Principal start date
Wednesday 7/1/2020, Lonnie Tidmarsh J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
63

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%

2019-20 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%)

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.

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	73	114	126	154	117	141	0	0	0	0	0	0	0	725
Attendance below 90 percent	4	6	4	3	8	3	0	0	0	0	0	0	0	28
One or more suspensions	6	4	1	7	9	11	0	0	0	0	0	0	0	38
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	23	0	0	0	0	0	0	0	39

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	6	6	0	0	0	0	0	0	0	13

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	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/27/2020

Prior Year - 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	
Number of students enrolled	107	123	144	116	138	145	0	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	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	5	16	34	0	0	0	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Prior Year - 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	
Number of students enrolled	107	123	144	116	138	145	0	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	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	5	16	34	0	0	0	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

				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%					
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 occurred with the Lowest 25% in the area of mathematics. Within our ESSA subgroup (Students with Disabilities), a 16% decline occurred in learning gains and 16% decline in learning gains of the lowest 25% in the area of ELA. Part of this decline mentioned above should be attributed to the new mathematics series the district adopted in the 2018-2019 school year. There were minimal trainings during preplanning related to this series. Much of the necessary training occurred mid-year. Supplemental resources to fill gaps created by using a textbook that was not geared toward specific Florida standards (such as Engage NY and CPalms) were platforms teachers were unfamiliar with and needed additional training. Additional training was needed for our general education teachers related to our ESSA subgroup-Students with Disabilities.

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%. Both 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%. Part of the gap mentioned above (ELA learning gains with our ESSA subgroup and lowest 25%) could be attributed to a lack of targeted and structured intervention/enrichment. As Timbercrest has secured funds for additional targeted intervention/enrichment, a process has been created to plan and execute targeted intervention/enrichment based on data. In previous years, intervention groups were determined based on teacher recommendation rather that data. IReady has giving us data to monitor and assess intervention/enrichment ongoing and throughout the year.

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. Some of the increases within our ESSA subgroup can be attributed to a new ESE support team. Four of the five teachers in our ESE team are new to Timbercrest and strategically hired based on our needs. Administration provided staff with UDL training to support our ESE students. Administration implemented a rotating schedule in which admin visited classrooms every day and provide feedback based on teaching practices. Administration provided training to teachers focused on formative assessments and embedded them into daily instruction. In the area of science, administration made changes in the master schedule to include more minutes for science. Science intervention was implemented for the first time. School-wide training in the 5E model (science) and coaching provided as needed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Students scoring a Level 1 on statewide assessment in the year 2018-2019 (3rd grade-5 students, 4th grade-16 students, 5th grade-34 students).
2. Students with attendance below 90% (Kindergarten-4 students, 1st grade-6 students, 2nd grade-4 students, 3rd grade-3 students, 4th grade-8 students, 5th grade-3 students).

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science Proficiency-As a result of our Needs Assessment and Analysis it revealed that our Science Proficiency was at 65% in 2018-2019. 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% in 2018-2019.
Measurable Outcome:	Increase Science Proficiency from 65% in 2018-2019 to 70% in 2020-2021. Students with Disabilities (ESSA Subgroup) Science Proficiency from 36% in 2018-2019 to 42% in 2020-2021.
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 Steps to Implement

1. Review Science Proficiency data to finalize master schedule focused on proper placement of students for interventions, ESE and ESOL support.

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

2. Facilitate PL on Science Trace Maps.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

3. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

4. Provide quarterly data day planning meetings for grades K-5th, including ESE and ESOL, with the support of Administration, Academic Instructional Coach, Intervention Teachers, and Administrative Teacher on Assignment.

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

5. Create Coaching Cycles to support teacher growth in the area of science instruction.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

6. Conduct four data walks with Administration, Academic Instructional Coach, Administrative Teacher on Assignment, and Teacher Leaders.

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

7. Monitor science instruction and intervention through ongoing Administrative Walkthroughs and Feedback.

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

8. Integrate science content within the reading intervention block.

Person Responsible   Kristy Kuches (kkuches@volusia.k12.fl.us)

9. Continue science instruction per week by creating a master schedule to include science instruction 5 days a week with an increase in science minutes each day. Increase based on science assessment data throughout the year.

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

10. Monitor progress using SMT/VST data during weekly PLC and Data Days.

Person Responsible   Kristy Kuches (kkuches@volusia.k12.fl.us)

11. Continue use of 5E lessons and provide feedback as needed.

Person Responsible   Kristy Kuches (kkuches@volusia.k12.fl.us)

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 activities that can be utilized at home to support the science standards.

Person Responsible   Kristy Kuches (kkuches@volusia.k12.fl.us)

13. 5th grade science Spring Break Nearpod Review will be provided to all 5th grade students based on Trace Map Data from SMT 2.

Person Responsible   Kristy Kuches (kkuches@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	English Language Arts Lowest Quartile Learning Gains-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 in 2018-2019. Further analysis revealed that within the lowest quartile our focus will include the students in our targeted ESSA Subgroup Students with Disabliites.
Measurable Outcome:	Increase ELA learning gains in the lowest quartile from 46%in 2018-2019 to 50% in 2020-2021. Students with Disabilities (ESSA Subgroup) increase ELA learning gains in the lowest quartile with students with disabliites from 23% in 2018-2019 to 42% in 2020-2021.
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 Steps to Implement

1. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

2. Provide quarterly data day planning meetings for grades K-5th, including ESE and ESOL, with the support of Administration, Academic Instructional Coach, Intervention Teachers, and Administrative Teacher on Assignment.

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

3. Create Coaching Cycles to support teacher growth in the area of reading instruction.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

4. Conduct four data walks with Administration, Academic Instructional Coach, Administrative Teacher on Assignment, and Teacher Leaders.

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

5. Monitor ELA instruction and intervention through ongoing Administrative Walkthroughs and Feedback.

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

6. Monitor progress using County Assessments (Wonders/TCI etc) data during weekly PLC and Data Days.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

7. Provide PL on iReady data analysis following diagnostic tests.

Person Responsible Kristy Kuches (kkuches@volusia.k12.fl.us)

8. Literacy Week and/or Night that will provide parents with reading/writing strategies to build the home-school connection.

Person Responsible Michelle Miles (mmmiles@volusia.k12.fl.us)

9. Facilitate an FSA Boot Camp to prepare students for the ELA state assessment.

Person Responsible Kristy Kuches (kkuches@volusia.k12.fl.us)

10. Remediation through intervention and after school tutoring.

Person Responsible Kristy Kuches (kkuches@volusia.k12.fl.us)

11. Provide enrichment during the ELA intervention block.

Person Responsible Kristy Kuches (kkuches@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Lowest Quartile Learning Gains-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 2018-2019. Further analysis revealed that our focus will include the students in our targeted ESSA Subgroups Students with Disabilities.
Measurable Outcome:	Increase Math learning gains from 39% in 2018-2019 to 50% in 2020-2021. Students with Disabilities (ESSA Subgroup) increase math proficiency from 26% in 2018-2019 to 42% in 2020-2021.
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 Steps to Implement

1. Structure math instructional time in our master schedule to include math intervention 4 days a week.

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

2. Facilitate PL on iReady Toolbox and analyzing diagnostic data.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

3. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

4. Provide quarterly data day planning meetings for grades K-5th, including ESE and ESOL, with support of Administration, Academic Instructional Coach, Intervention Teachers, and Administrative Teacher on Assignment.

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

5. Create Coaching Cycles to support teacher growth in the area of Math instruction.

Person Responsible	Kristy Kuches (kkuches@volusia.k12.fl.us)

6. Conduct four data walks with Administration, Academic Instructional Coach, Administrative Teacher on Assignment, and Teacher Leaders.

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

7. Monitor math instruction and intervention through ongoing Administrative Walkthroughs and Feedback.

| **Person Responsible** | Kristy Kuches (kkuches@volusia.k12.fl.us) |

8. Integrate math content within science block.

| **Person Responsible** | Kristy Kuches (kkuches@volusia.k12.fl.us) |

9. Monitor progress using SMT/Envision Unit Tests data during weekly PLC and Data Days.

| **Person Responsible** | Kristy Kuches (kkuches@volusia.k12.fl.us) |

10. Coordinate a Math night at local Publix for real world application to math concepts.

| **Person Responsible** | Kristy Kuches (kkuches@volusia.k12.fl.us) |

11. Professional learning on small group math instruction with feedback.

| **Person Responsible** | Kristy Kuches (kkuches@volusia.k12.fl.us) |

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All returning stakeholders will receive a refresher on the PBIS stratgies, including the addition of the Tier 2 supports. PBIS will encourage positive behavior and attendance. New teachers will receive a full PBIS training.

Time has been designated on the master calendar for all students to receive SEL.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Timbercrest will hold Parent Involvement Nights such as a S.T.E.A.M. Night, Literacy Night, Weekly Tuck in Tuesday videos, Literacy 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 virtually, two Open House nights TBD, and Title 1 Parent Meetings TBD. 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 continuing to build a school-wide student incentive program to support our Positive Behavior Interventions and Supports initiative. This house system reward program will include parents and business partners.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science				$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6781 - Timbercrest Elementary School	Title, I Part A		$2,300.00
			Notes: Family Involvement Evenings/Events- STEAM, & other- academic areas.			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$204,876.69**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6781 - Timbercrest Elementary School	Title, I Part A		$164,964.00
			Notes: Intervention Teachers-Use Titlte 1 Funds to pay for a primary and intermediate (x3) intervention teachers to support student academic achievement and classroom instruction in the subject areas of ELA, math, and science.			
			6781 - Timbercrest Elementary School	Title, I Part A		$21,693.00
			Notes: Subs each quarter for data analysis and extended PLC/PL. Subs for learning/data walks/data chats/ and professional learning.			
			6781 - Timbercrest Elementary School	Title, I Part A		$1,219.69
			Notes: Parent to Kids			
			6781 - Timbercrest Elementary School	Title, I Part A		$17,000.00
			Notes: After School Tutoring- Math & ELA twice a week for targeted K-5 students (16 weeks)			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$13,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6781 - Timbercrest Elementary School	Title, I Part A		$2,500.00
			Notes: Supplemental Instructional materials and supplies for grade levels (Prek-5th)			
			6781 - Timbercrest Elementary School	Title, I Part A		$11,000.00
			Notes: Saturday Boot Camp - ELA/Math support for targeted students K-5 (4 Saturdays)			
					Total:	**$220,676.69**