

Volusia County Schools

Timbercrest Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 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	2021-22: B (58%) 2018-19: B (58%) 2017-18: B (57%)
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	ATSI
* 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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<http://myvolusiaschools.org/school/timbercrest/pages/default.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tidmarsh, Lonnie	Principal	<p>Principal 2022-2023 School Improvement Plan Administrator and Contact 2022-2023 Title I Administrator and Contact 2022-2023 Timbercrest MTSS Leadership Team Member 2022-2023 Positive Behavioral Interventions & Supports (PBIS) Team Member</p> <p>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.</p> <p>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 Rtl 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.</p>
		<p>Assistant Principal 2022-2023 Exceptional Student Education (ESE) Administrator and Contact 2022-2023 Positive Behavioral Interventions & Supports (PBIS) Team Member 2022-2023 Timbercrest MTSS Leadership Team Member</p> <p>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</p>
Miles, Michelle	Assistant Principal	

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>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 Rtl 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.</p>

K-5th Instructional Coach

2022-2023 Positive Behavioral Interventions & Supports (PBIS) Team Member

2022-2023 Timbercrest MTSS Leadership Team Member

Kuches,
Kristy

Instructional
Coach

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.

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		<p>most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.</p>
Bryant, Rylee	Other	<p>Teacher on Assignment 2022-2023 Positive Behavioral Interventions & Supports (PBIS) Administrator/Contact and Team Member 2022-2023 Timbercrest MTSS Leadership Team Member</p> <p>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.</p> <p>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 Rtl 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.</p>
Gould, Kendra	Teacher, ESE	<p>Support Facilitation Teacher 2022-2023 ESE Team Lead 2022-2023 Timbercrest MTSS Leadership Team Member</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>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 Rtl 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.</p>
Ginn, Michelle	Teacher, K-12	<p>5th Grade Teacher 2022-2023 5th Grade Team Lead 2022-2023 Timbercrest MTSS Leadership Team Member</p> <p>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.</p> <p>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 Rtl 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.</p>

Demographic Information

Principal start date

Monday 7/1/2019, Lonnie Tidmarsh J

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

750

Identify the number of instructional staff who left the school during the 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	121	111	127	147	113	0	0	0	0	0	0	0	730
Attendance below 90 percent	24	23	21	21	22	20	0	0	0	0	0	0	0	131
One or more suspensions	3	5	1	5	2	4	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	27	28	0	0	0	0	0	0	0	84
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	26	28	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	13	13	16	10	10	20	0	0	0	0	0	0	0	82

Using the table above, complete the table below with the number of students by current grade level who have 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	5	6	4	12	12	15	0	0	0	0	0	0	0	54

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 8/4/2022

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	99	115	113	131	145	115	0	0	0	0	0	0	0	718
Attendance below 90 percent	13	26	15	19	20	16	0	0	0	0	0	0	0	109
One or more suspensions	1	4	6	0	2	3	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	23	26	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	25	29	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	5	4	2	3	2	1	0	0	0	0	0	0	0	17

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	2	0	1	7	14	0	0	0	0	0	0	0	24

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	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	99	115	113	131	145	115	0	0	0	0	0	0	0	718
Attendance below 90 percent	13	26	15	19	20	16	0	0	0	0	0	0	0	109
One or more suspensions	1	4	6	0	2	3	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	23	26	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	25	29	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	5	4	2	3	2	1	0	0	0	0	0	0	0	17

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	2	0	1	7	14	0	0	0	0	0	0	0	24

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	1	0	1	0	0	0	0	0	0	0	0	0	3
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 Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	53%	56%				64%	56%	57%
ELA Learning Gains	59%						61%	56%	58%
ELA Lowest 25th Percentile	41%						46%	46%	53%
Math Achievement	66%	42%	50%				69%	59%	63%
Math Learning Gains	69%						58%	56%	62%
Math Lowest 25th Percentile	54%						39%	43%	51%
Science Achievement	61%	55%	59%				66%	57%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	58%	7%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	64%	54%	10%	58%	6%
Cohort Comparison		-65%				
05	2022					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	60%	13%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	70%	59%	11%	64%	6%
Cohort Comparison		-73%				
05	2022					
	2019	62%	54%	8%	60%	2%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	56%	9%	53%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	36	22	36	57	44	26				
ELL	45	56	57	50	65	59	46				
BLK	55	46		57	69		50				
HSP	55	58	43	61	67	50	55				
MUL	68	62		73	69						
WHT	63	61	44	71	71	65	67				
FRL	55	57	44	62	67	49	59				
2021 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 2019-20	C & C Accel 2019-20
SWD	29	33	27	32	11	7	19				
ELL	45	65		42	29		47				
BLK	50	31		54	8		58				
HSP	53	44	33	51	26	27	53				
MUL	57			62							
WHT	59	45		65	29	10	59				
FRL	53	42	35	53	27	19	51				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57

ESSA Federal Index	
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	44
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	53
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	55
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	55
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	68
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 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	63
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Areas of concern from the 2021-2022 school year are a decrease in 5th grade ELA proficiency scores by 2%. Third grade Math proficiency scores remained stagnant with 0% increase. Although we had an 11% increase in SWD in proficiency from 22% to 33%, there is still work to be done with our SWD population. In addition, our LQ ELA students had an increase of 5% learning gains, while the school wide learning gains were 14% in ELA. We will continue to focus on ELA learning gains (specifically our SWD population). We will also continue to focus on our math learning gains because of the success it showed on proficiency for the 2021-2022 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

5th grade ELA proficiency
 3rd grade Math proficiency
 SWD proficiency
 LQ proficiency

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The inconsistencies with COVID pandemic situation during 2021-2022. We will see an increase in both student and teacher absenteeism resulting in a loss of learning within all grade levels. Our lower 5th grade ELA scores may have been attributed that those students did not take FSA in the 3rd grade due to the closing of schools. Timbercrest will engage in collaborative planning during PLC (using a collaborative planning structure protocol) for grades kindergarten through 5th grades. 5th grade ELA proficiency (departmentalized) is an area of decline in the 2021-2022 school year (-2 percent). However, during the 2021-2022 school year we saw improvement in 9 of the 11 specific areas of data that contribute to school grade. Learning Walks will continue to check on classroom Focus Boards and look for student engagement in the lowest quartile students and will gather data related to both ELA and math instruction. Data will be used to provide ongoing feedback to teachers and staff to increase standard-aligned instruction in both ELA and math. Data Celebration days to empower students to take ownership of their own learning and set goals based on their progress, will happen 3 times a year. Guidance will work with the Lowest Quartile students during lunch with a focus on SEL and test taking skills. Media will offer an Enrichment Club with a focus on Grades 3-5 during the lunch period. Our teachers will be working with the lowest quartile DAILY in both ELA and Math with a focus on learning gains (in an effort to increase proficiency) in both ELA and math.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

5th grade math proficiency increased 16%
 School wide learning gains in ELA increased 14%
 School wide learning gains in Math increased 41%
 Lowest Quartile Math Learning Gains increased 37%
 SWD ESSA Subgroup increased 11% in proficiency

What were the contributing factors to this improvement? What new actions did your school take in this area?

Focus on individual student learning gains during weekly PLC meetings. Consistent and frequent review of individual student data by utilizing School City data as well as teacher observations. Focused intervention and enrichment programs with intervention and classroom teachers. Use of district approved materials and frequent support from district curriculum personnel.

What strategies will need to be implemented in order to accelerate learning?

1. Focus on Math BEST Standards and new curriculum
2. Strategic grouping based on data for Math & ELA intervention
3. Collaboration during PLC for Math, ELA and Science
4. Weekly Support from Academic Coach for ELA and Math

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. 4 ERPLs focused on SWD - Inclusion, UDL, Collaboration, Accommodations
2. MTSS
3. Power of Curiosity Book Study
4. Weekly PLCs with PD as needed
5. Staff spotlight & AVID strategies at faculty meetings

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Guidance teaching 3-5th grade lowest quartile groups some test-taking skills during meetings
Focus on AVID strategies
Focus on MTSS resources and processes
Title I funds (as available) to fund after school collaborative planning

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. ELA Learning Gains were 59% and the Lowest Quartile performed at 41%. Further analysis revealed that most of the students in our Lowest Quartile were also in our targeted ESSA Subgroup; SWD that performed below 41%.

Measurable Outcome:**State the specific****measurable outcome the school plans to achieve.****This should be a data based, objective outcome.**

Improve learning gains in ELA for all students, including students achieving in lowest 25%. By May 2023, the number of students increasing ELA overall proficiency from 51% to 62% through a focus on individual student learning gains. Increase proficiency of our ESSA subgroup, SWD, from 33% to 41%. By May 2023, the number of teachers receiving Tier 3 support will decrease by 60%

Monitoring:**Describe how this****Area of Focus will be****monitored for the****desired outcome.**

This Area of Focus will be monitored through frequent classroom observations using a walkthroughs tool with specific ELA look-fors (including learning targets, instructional alignment, task alignment, student engagement/voice, monitoring student learning, and ensuring learning for all students), and data celebrations (FAST/CSPM assessment data) to determine instructional adjustments needed to impact student growth. Feedback from learning walks (related to these areas of focus) will be shared during PLCs and collaboration will take place to increase teacher capacity in all areas mentioned above. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Through PLC and collaboration, teachers will be monitoring a focus on ELA Learning Gains (including the SWD ESSA Subgroup) in an effort to increase overall proficiency. The Stocktake process will also monitor prior to the SIP Mid-Year Review. The Stocktake process will empower the leadership team to analyze current assessment data related to the SIP and determine a plan of action to ensure proficiency in ELA through a focus on learning gains. Additionally, progress monitoring will happen through ongoing discussion and PLCs, data discussion/celebrations with District level support through PLCs, and individual student data celebrations (to include teacher, academic coach, administration, intervention teachers, ESE representative, and other support needed).

Person responsible for**monitoring outcome:**

Michelle Ginn (meginn@volusia.k12.fl.us)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy will be Individual Data Celebrations (data chats) will be conducted three times a year, following each state assessment grades VPK-5th grade. Students will set goals based on the data discussion with their teacher and other school personnel.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Students will take ownership of their own learning and develop a growth mindset (through the Individual Data Celebrations three times a year), which facilitates our school wide focus on individual student progress toward proficiency. As cited by John Hattie, the effect size of Self Efficacy as .92 and the effect size of Goal Setting at .68. Teachers and staff will use an Individual Data Celebration Collaboration Tool (created by the Timbercrest leadership team and aligned to individual grade level assessments/data points) during each event throughout the year.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share with the entire faculty and staff, the data the SLT examined that determined the need for implementation of Individual Student Data Celebrations and Goal Setting.

Person

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

Provide ongoing professional learning in Data Celebrations thru PLC.

Person

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

Use of Data Celebration collaboration form (FAST/CSPM assessment data) in every classroom that identifies individual student data, as well as, glows and grows, and empowers students to set their own goals for future assessments.

Person

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

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will include teachers to provide examples that illustrate outcomes.

Person

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

Conduct PLCs focused on identifying individual student data, discuss instruction, review student work, determine students who need additional instruction or intervention to be successful.

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

Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data.

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

#2. Instructional Practice specifically relating to Math**Area of Focus
Description
and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. Math Learning Gains were 69% and the Lowest Quartile performed at 54%. Further analysis revealed that most of the students in our Lowest Quartile were also in our targeted ESSA Subgroup; SWD that performed below 41%.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Improve learning gains in Math for all students, including students achieving in lowest 25%. By May 2023, increase Math learning gains within our SWD ESSA Subgroup in an effort to increase proficiency of that subgroup to 61%. By May 2023, the number of teachers receiving Tier 3 support will decrease by 60%

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored through frequent classroom observations using a walkthroughs tool with specific Math look-fors (including learning targets, instructional alignment, task alignment, student engagement/voice, monitoring student learning, and ensuring learning for all students), and data celebrations (FAST/CSPM assessment data) to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Through PLC and collaboration, teachers will be monitoring a focus on Math Learning Gains (including the SWD ESSA Subgroup) in an effort to increase overall proficiency. The Stocktake process will also monitor prior to the SIP Mid-Year Review. The Stocktake process will empower the leadership team to analyze current assessment data related to the SIP and determine a plan of action to ensure proficiency in math through a focus on learning gains. Additionally, progress monitoring will happen through ongoing discussion and PLCs, data discussion/celebrations with District level support through PLCs, and individual student data celebrations (to include teacher, academic coach, administration, intervention teachers, ESE representative, and other support needed).

Person responsible for monitoring outcome:

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

Evidence-based

The evidence-based strategy will be Individual Data Celebrations (data chats) will be conducted three times a year, following each state assessment grades VPK-5th grade.

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will set goals based on the data discussion with their teacher and other school personnel.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students will take ownership of their own learning and develop a growth mindset (through the Individual Data Celebrations three times a year), which facilitates our school wide focus on individual student progress toward proficiency. As cited by John Hattie, the effect size of Self Efficacy as .92 and the effect size of Goal Setting at .68. Teachers and staff will use an Individual Data Celebration Collaboration Tool (created by the Timbercrest leadership team and aligned to individual grade level assessments/data points) during each event throughout the year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share with the entire faculty and staff, the data the SLT examined that determined the need for implementation of Individual Student Data Celebrations and Goal Setting.

Person

Responsible Lonnie Tidmarsh (ltidmar@volusia.k12.fl.us)

Provide ongoing professional learning in Data Celebrations thru PLC.

Person

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

Use of Data Celebration collaboration form (FAST/CSPM assessment data) in every classroom that identifies individual student data, as well as, glows and grows, and empowers students to set their own goals for future assessments.

Person

Responsible Lonnie Tidmarsh (ltidmar@volusia.k12.fl.us)

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will include teachers to provide examples that illustrate outcomes.

Person

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

Conduct PLCs focused on identifying individual student data, discuss instruction, review student work, determine students who need additional instruction or intervention to be successful.

Person

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

Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of our Needs Assessment and Analysis it revealed that our ESSA Subgroup Students With Disabilities was below 41%. Further analysis revealed that most of the students in our Lowest Quartile were also in our ESSA Subgroups. Improve learning gains in Math & ELA for our ESSA Subgroup SWD.

Measurable**Outcome:****State the specific measurable****outcome the****school plans to achieve.****This should****be a data****based,****objective****outcome.**

Improve overall achievement in our ESSA Subgroup Students With Disabilities from 33% to 41%. Specially by May 2023, increase proficiency in our LQ in ELA from 41% to 61% and LQ in Math from 54% to 61%.

Monitoring:**Describe****how this****Area of****Focus will****be****monitored****for the****desired****outcome.**

This Area of Focus will be monitored through frequent classroom observations using a walkthroughs tool with specific math/ELA look-fors (including learning targets, instructional alignment, task alignment, student engagement/voice, monitoring student learning, and ensuring learning for all students), and data celebrations (FAST/CSPM assessment data) to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Through PLC and collaboration, teachers will be monitoring a focus on ELA Learning Gains and math Learning Gains for our ESSA Subgroup SWD, in an effort to improve overall proficiency in math and ELA. The Stocktake process will also monitor prior to the SIP Mid-Year Review. The Stocktake process will empower the leadership team to analyze current assessment data related to the SIP and determine a plan of action to ensure proficiency in math through a focus on learning gains. Additionally, progress monitoring will happen through ongoing discussion and PLCs, data celebrations with District level support through PLCs, and individual student data celebrations (to include teacher, academic coach, administration, intervention teachers, ESE representative, and other support needed).

Person**responsible****for****monitoring****outcome:**

Kendra Gould (klgould@volusia.k12.fl.us)

Evidence-**based**

The evidence-based strategy will be Individual Data Celebrations (data chats) will be conducted three times a year, following each state assessment grades VPK-5th grade.

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will set goals based on the data discussion with their teacher and other school personnel.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students will take ownership of their own learning and develop a growth mindset (through the Individual Data Celebrations three times a year), which facilitates our school wide focus on individual student progress toward proficiency. As cited by John Hattie, the effect size of Self Efficacy as .92 and the effect size of Goal Setting at .68. Teachers and staff will use an Individual Data Celebration Collaboration Tool (created by the Timbercrest leadership team and aligned to individual grade level assessments/data points) during each event throughout the year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share with the entire faculty and staff, the data the SLT examined that determined the need for implementation of Individual Student Data Celebrations and Goal Setting.

Person

Responsible Lonnie Tidmarsh (ltidmar@volusia.k12.fl.us)

Provide ongoing professional learning in Data Celebrations thru PLC.

Person

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

Use of Data Celebration collaboration form (FAST/CSPM assessment data) in every classroom that identifies individual student data, as well as, glows and grows, and empowers students to set their own goals for future assessments.

Person

Responsible Lonnie Tidmarsh (ltidmar@volusia.k12.fl.us)

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will include teachers to provide examples that illustrate outcomes.

Person

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

Conduct PLCs focused on identifying individual student data, discuss instruction, review student work, determine students who need additional instruction or intervention to be successful.

Person

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

Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data.

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

#4. Positive Culture and Environment specifically relating to MTSS/PBIS/AVID

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day and Goal 3: Safe and Supportive Environment. As a result of our 2021-2022 PBIS Model School Evaluation report, a focus needs to be placed on reducing our discipline office referrals and suspensions for students with IEPs to ensure more equitable outcomes. Further analysis revealed that most of the students in this category are also in our ESSA Subgroup. The MTSS and AVID systems of support will provide strategies and resources to help meet the needs of students within our ESSA subgroup and our student body as a whole.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve overall achievement in our ESSA Subgroup Students With Disabilities from 33% to 41%. Specially, increase proficiency in our LQ in ELA from 41% to 61% and LQ in Math from 54% to 61%. Reduce the number of students with an IEP in both referrals and suspensions. Our goal for referrals (students with an IEP) is below a 2.5 risk ratio on the PBIS Model School Evaluation report. Our risk ratio related to this in 2021-2022 was 3.07. Our goal for suspension (students with an IEP) is below a 2.5 risk ratio on the PBIS Model School Evaluation report. Our risk ratio related to this in 2021-2022 was 5.63.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through frequent classroom observations using a walkthroughs tool with specific MTSS and AVID focus, and data celebrations (MTSS and AVID focus) to determine adjustments needed to our MTSS/AVID systems impact student growth. Through PLC and collaboration, teachers will be monitoring implementation of MTSS and AVID. The Stocktake process will also monitor prior to the SIP Mid-Year Review. Additionally, progress monitoring will happen through ongoing discussion at PLCs, data celebrations with District level support through PLCs, and individual student data celebrations (to include teacher, academic coach, administration, intervention teachers, ESE representative, and other support needed). Additionally, progress towards our goals will take place during monthly MTSS/PBIS meetings and AVID spotlights during monthly faculty meetings.

Person responsible for monitoring outcome:

Rylee Bryant (rabryant@volusia.k12.fl)

Evidence-based

Strategy: Describe the evidence-based strategy

Self-Efficacy specifically related to the use of AVID WICOR strategies and MTSS Supports. The systems of supports within the AVID and MTSS systems when implemented with fidelity.

being implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: Students will take ownership of their own learning and develop a growth mindset, which facilitates our school wide focus on individual student progress toward proficiency.

Explain the rationale for selecting this specific strategy. Students will have ownership over academic and behavioral goals through MTSS systems of support and utilizing WICOR strategies through AVID. Both WICOR strategies and MTSS Supports will empower students promote an environment of Self Efficacy and Goal Setting. John Hattie states the effect size of Self Efficacy as .92 and the effect size of Goal Setting at .68. Teachers and staff will provide students with ongoing tools (including specific WICOR strategies) and MTSS supports as part of Tier 1 instruction and as needed based on individual student needs.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share with the entire faculty and staff, the data the SLT examined that determined the need for implementation of Individual Student Data Celebrations and Goal Setting.

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

Provide ongoing professional learning related to MTSS and AVID systems through 2022-2023 Timbercrest Professional Learning Plan, monthly PBIS meetings, and monthly AVID spotlight during faculty meetings.

Person Responsible Rylee Bryant (rabryant@volusia.k12.fl)

Use of Data Celebration collaboration form in every classroom that identifies individual student data, as well as, glows and grows, and empowers students to set their own goals for future assessments.

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

Use of quarterly Learning Walks to provide feedback on implementation of MTSS systems and AVID WICOR strategies.

Person Responsible Rylee Bryant (rabryant@volusia.k12.fl)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Timbercrest will hold Parent Involvement Nights such as a S.T.E.A.M. Night, Literacy Night, Monthly Facebook Live Events, & Literacy 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 September 21st and 22nd, 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. First year teachers will receive a mentor teacher and have meetings as needed to provide additional support. This year AVID WICOR strategies will be used in every classroom. Data celebrations will be conducted 3 times a year as a school wide opportunity to have individual students conference with teachers and school staff to reflect on their previous learning and set goals for the future. This new school wide initiative will engage all students in their own learning and help them acquire a growth mindset.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Leadership Team- will organize and facilitate parent involvement nights such as a S.T.E.A.M. Night, Literacy Night, Monthly Facebook Live Events, Literacy Night, Meet the Teacher, Open House, and Title 1 Parent Meetings. Additionally the leadership team will monitor the use of AVID WICOR strategies and oversee the first year teacher mentorship program. The Leadership Team will participate in and ensure all students and teachers embrace the data celebrations and execute them efficiently. Teachers and students will be encouraged to include parents in the data celebrations.

Stocktake Team- will monitor the 2022-2023 Timbercrest School Improvement Plan and provide specific feedback related to the areas of focus with specific action steps for each focus area.

PBIS Team- will facilitate the implementation of the PBIS and house system initiatives at Timbercrest and monitor discipline data throughout the school year.

SAC Team- will review school data and the 2022-2023 School Improvement Plan. Will provide specific feedback related to the areas of focus and general improvement related to creating a positive culture and environment at Timbercrest.

PTA-will help support parent involvement nights including S.T.E.A.M. Night, Literacy Night, Facebook Live Events, & Literacy Night, through volunteers and financial support. Additionally, PTA will host an Ice Cream Social (General PTA Meeting), fall school festival, and other PTA sponsored events.