

Volusia County Schools

Timbercrest Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Timbercrest Elementary School

2401 EUSTACE AVE, Deltona, FL 32725

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Tidmarsh, Lonnie	Principal	<p>Principal 2023-2024 School Improvement Plan Administrator and Contact 2023-2024 Title I Administrator and Contact 2023-2024 Timbercrest MTSS Leadership Team Member 2023-2024 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>
Miles, Michelle	Assistant Principal	<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 2023-2024 Exceptional Student Education (ESE) Administrator and Contact 2023-2024 Positive Behavioral Interventions & Supports (PBIS) Team Member 2023-2024 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Bryant, Rylee	Other	<p>Teacher on Assignment 2023-2024 Positive Behavioral Interventions & Supports (PBIS) Administrator/ Contact and Team Member 2023-2024 Timbercrest MTSS Leadership Team Member 2023-2024 Testing Coordinator</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>

Name	Position Title	Job Duties and Responsibilities
Gould, Kendra	Teacher, ESE	<p>Support Facilitation Teacher 2023-2024 ESE Team Lead 2023-2024 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>
Ginn, Michelle	Teacher, K-12	<p>5th Grade Teacher 2023-2024 5th Grade Team Lead 2023-2024 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-</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>Stakeholder Involvement and SIP Development</p> <p>Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))</p> <p>Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.</p> <p>During the development of the Timbercrest School Improvement, stakeholders play a crucial role. The school improvement plan is developed through the Timbercrest Leadership Team and School Advisory Council at Timbercrest. The SAC committee is composed of at least 51% non-Volusia county school employees. Additionally, the SAC committee is a diverse makeup that includes parents, teachers, support staff, administration, community members, and business partners. Evidence of stakeholder involvement with the creation of the SIP can be confirmed through Connect Ed messages, school webpage, school newsletter, flyer, and via the marquee. The SAC committee meets on a monthly basis and dissemination of the SIP will be provided to the SAC committee and all stakeholders at Timbercrest once approved.</p> <p>SIP Monitoring</p> <p>Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))</p> <p>Timbercrest is committed to actively monitoring the school improvement plan throughout the year and through all stakeholders. As part of our dedication to continuous improvement, we will be actively involved in the Stocktake Process throughout the 2023-2024 school year and conduct a comprehensive School Improvement Plan Midyear Review at the end of the second semester. This ongoing assessment will help us ensure that we stay on track and make necessary adjustments to enhance the learning environment and overall educational experience for our students. Additionally, The SAC committee will review progress towards the SIP ongoing during monthly SAC meeting and ongoing data reviews each month. Staff will participate in data chats and progress towards our school improvement plan will be shared and weekly PLCs.</p>
<p>Demographic Data</p> <p>Only ESSA identification and school grade history updated 3/11/2024</p>		

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	10	24	20	28	17	20	0	0	0	119	
One or more suspensions	1	3	1	6	3	5	0	0	0	19	
Course failure in English Language Arts (ELA)	0	0	0	1	3	0	0	0	0	4	
Course failure in Math	0	0	0	1	1	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	26	0	0	0	26	
Level 1 on statewide Math assessment	0	0	0	0	0	18	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	9	22	4	6	0	0	0	53	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	2	7	3	8	0	0	0	27

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	24	23	21	21	22	20	0	0	0	131	
One or more suspensions	3	5	1	5	2	4	0	0	0	20	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	29	27	28	0	0	0	84	
Level 1 on statewide Math assessment	0	0	0	20	26	28	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	13	16	10	10	20	0	0	0	82	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	6	4	12	12	15	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	24	23	21	21	22	20	0	0	0	131	
One or more suspensions	3	5	1	5	2	4	0	0	0	20	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	29	27	28	0	0	0	84	
Level 1 on statewide Math assessment	0	0	0	20	26	28	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	13	16	10	10	20	0	0	0	82	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	6	4	12	12	15	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	52	53	59	53	56	56		
ELA Learning Gains				59			45		
ELA Lowest 25th Percentile				41			34		
Math Achievement*	65	55	59	66	42	50	58		
Math Learning Gains				69			28		
Math Lowest 25th Percentile				54			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	71	62	54	61	55	59	57		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	68	60	59	44			59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	1
ELL	53			
AMI				
ASN				
BLK	59			
HSP	59			
MUL	55			
PAC				
WHT	71			
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	53			
AMI				
ASN				
BLK	55			
HSP	55			
MUL	68			
PAC				
WHT	63			
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			65			71					68
SWD	14			28			40				5	62
ELL	42			55			56				5	68
AMI												
ASN												
BLK	59			59			56				4	
HSP	49			60			62				5	70
MUL	48			62							2	
PAC												
WHT	61			71			81				4	
FRL	49			60			65				5	62

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59	59	41	66	69	54	61					44
SWD	25	36	22	36	57	44	26					27
ELL	45	56	57	50	65	59	46					44
AMI												
ASN												
BLK	55	46		57	69		50					
HSP	55	58	43	61	67	50	55					47
MUL	68	62		73	69							
PAC												
WHT	63	61	44	71	71	65	67					
FRL	55	57	44	62	67	49	59					43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	45	34	58	28	17	57					59
SWD	29	33	27	32	11	7	19					50
ELL	45	65		42	29		47					59

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	50	31		54	8		58					
HSP	53	44	33	51	26	27	53					55
MUL	57			62								
PAC												
WHT	59	45		65	29	10	59					
FRL	53	42	35	53	27	19	51					59

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	53%	4%	54%	3%
04	2023 - Spring	59%	57%	2%	58%	1%
03	2023 - Spring	61%	53%	8%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	57%	10%	59%	8%
04	2023 - Spring	70%	59%	11%	61%	9%
05	2023 - Spring	64%	55%	9%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	61%	9%	51%	19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performing area according to PM 3 data was 5th grade ELA proficiency at 58%. Also noted was a decrease in 3rd grade and 4th grade ELA proficiency scores by 1% and 2%, respectively. Third grade Math proficiency scores remained stagnant with 0% increase. The contributing factors to this performance was the continuum of becoming familiar with our new ELA curriculum, adjustments and new teachers to our 4th grade team, walk-to and small group implementation gaps due to unexpected hurricane school closures resulting in lost instructional time and our proficiency of the ESSA subgroup of SWDs, although they have made growth over the last two school years. 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 2022-2023 school year.

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

We saw the greatest decline in 4th grade ELA proficiency (from 61% proficiency to 59% proficiency -2%) according to PM 3 data. We also saw a decline in ELA proficiency in 3rd grade. The contributing factors to this performance was the continuum of becoming familiar with our new ELA curriculum, adjustments and new teachers to our 4th grade team, walk-to and small group implementation gaps due to unexpected hurricane school closures resulting in lost instructional time and our proficiency of the ESSA subgroup of SWDs, although they have made growth over the last two school years.

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.

Based on the data, we are above the state average in all measuring components for ELA, Math and Science.

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

Our 5th grade Science showed the most improvement with 10% proficiency increase. We implemented a dedicated Science intervention schedule with Title I funded school instructional personnel to meet with groups daily. We also implemented daily use of PENDA in 3rd, 4th and 5th grade. Additionally, we worked alongside district Science support, did trace mapping with district personnel and Collaborative Planning with the district Science office. We also included an ISN Professional Development with Leadership prior to the school year for implementation in the Science block.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our two areas of concern are our daily attendance percentage and the Substantial Reading Deficiency. Our attendance total for students below 90% was 119 students of our 706 total reporting. For our students with a Substantial Reading Deficiency, we have 53 students total, with our 3rd grade representing 22 of those students.

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

Our priorities for the 2023-2024 school year are our ELA proficiency percentages in 3rd, 4th and 5th grade. We will also focus on our ELA and Math Learning Gains, our ESSA subgroup of Students with Disabilities and our school-wide Positive Culture and Environment through our Multi-Tiered System of Supports (MTSS) and Positive Behavioral Intervention Supports (PBIS) initiatives.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. During the 2023-2024 school year, ELA proficiency decreased in 3rd and 4th grade (-1% and -2%). Additionally, reading proficiency is the area Timbercrest scored the lowest on according to PM 3 data. A specific focus will include our ESSA subgroup SWD.

Measurable Outcome:

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

Student Practice: Improve proficiency in ELA for all students, including students with disabilities. By May 2024, the number of students increasing ELA overall proficiency from 59% to 62% through a focus on collaborative planning and daily look-fors. Increase proficiency of our ESSA subgroup, SWD, to 41%.

Teacher Practice: By May 2024, 90% of classroom teachers will provide students with Benchmark-aligned tasks as evident in walkthroughs.

Coaching Practice: By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 80%.

Monitoring:

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

Student Practice: Through PLC and collaboration, teachers will be monitoring a focus on ELA proficiency (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. 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).

Teacher Practice: This Area of Focus will be monitored through frequent classroom observations using a look-for tool with specific ELA look-fors (including explicit instruction aligned to the benchmarks, tasks aligned to the benchmark, questions asked to deepen understanding and opportunities for students to collaborate), and data celebrations (FAST/CSPM assessment data) to determine instructional adjustments needed to impact student growth. Feedback from daily walkthroughs (related to these areas of focus) will be shared during weekly grade-chair meetings and PLCs and collaboration will take place to increase teacher capacity in all areas mentioned above.

Coaching Practice: Coaching cycles based on teacher needs as demonstrated through weekly classroom observations and student performance data. Teachers will be monitored using the specific ELA look-fors (including explicit instruction aligned to the benchmarks, tasks aligned to the benchmark, questions asked to deepen understanding and opportunities for students to collaborate) tool. This includes teachers receiving Tier 2-3 supports.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy will be Organizing Instruction and Study to Improve Student Learning via Collaborative Planning for all VPK-5th grade teachers. There will be a school-based ELA Planning Protocol put into place, as well. We will also use daily Look-Fors and Individual Data Celebrations (data chats) that will be conducted three times a year, following each state assessment for grades VPK-5th grade. Students will set goals based on the data discussion with their teacher and other school personnel.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative Planning and the ELA Planning Protocol will provide accountability and fidelity with the school and district instructional expectations. It will allow teachers to take ownership of the instruction and promote successful implementation, intervention and enrichment to all students. 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024

Organize Instruction and Study to Improve Student Learning 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)

By When: May 2024

Provide ongoing professional learning in Data Celebrations thru PLC.

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

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

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)

By When: May 2024

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve Learning Gains in Math for all 4th & 5th grade students, including our SWDs. This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. Our Progress Monitoring data shows that ELA Proficiency was at 59% and Math Proficiency was at 68%, subsequently showing growth, but not necessarily the gains our students displayed from PM1 to PM3. Further analysis revealed that most of the students earning a Level 1 or Level 2 were also in one of our targeted ESSA Subgroups; SWD.

Measurable Outcome:

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

Student Practice: Improve learning gains in ELA and Math for all 4th & 5th grade students, including SWDs. We would like to increase our ELA and Math Learning Gains to, at least, 62% of our students attaining a learning gain. Further analysis revealed that our focus will include Learning Gains with the students in our targeted ESSA Subgroup Students with Disabilities.

Teacher Practice: By May 2024, 90% of classroom teachers will provide students with Benchmark-aligned tasks as evident in walkthroughs.

Coaching Practice: By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 80%.

Monitoring:

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

Student Practice: Through PLC and collaboration, teachers will be monitoring a focus on ELA and Math Learning Gains (including ESSA Subgroup SWD). The Stocktake process will also monitor prior to the SIP Mid-Year Review. Additionally, progress monitoring will happen through ongoing discussion and PLCs, Collaborative Planning, data discussion/chats with District level support through PLCs, and individual student data chats (to include teacher, academic coach, administration, intervention teachers, ESE representative, ESOL representative and other support needed).

Teacher Practice: This Area of Focus will be monitored through frequent classroom observations using a look-for tool with specific district instructional look-fors, district and statewide assessment data and individual data chats to determine instructional adjustments needed to impact individual student growth.

Coaching Practice: Coaching cycles based on teacher needs as demonstrated through weekly classroom observations and student performance data. Teachers will be monitored using the specific look-fors (including explicit instruction aligned to the benchmarks, tasks aligned to the benchmark, questions asked to deepen understanding and opportunities for students to collaborate) tool. This includes teachers receiving Tier 2-3 supports.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our evidence-based intervention is using Student Achievement Data to Support Instructional Decision Making based on our Individual Student Data Chats. We will monitor it through weekly PLC data chats, Collaborative Planning to plan for responding to the student data and weekly walkthroughs by school-

based administrations, coaches, and district support as provided. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps. Small group Professional Development with extra support from the district will be provided, as needed. Data chats about individual students during PLC and with support from District Content Specialist. Ongoing monitoring of individual student progress for determining learning gains.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our rationale for selecting this strategy are to

- 1) make data part of an ongoing cycle of instructional improvement.
- 2) teach students to examine their own data and set learning goals.
- 3) establish a clear vision for schoolwide data use.
- 4) provide supports that foster a data-driven culture within the school.
- 5) develop and maintain a districtwide data system.

This approach will have the biggest impact on moving individual students' learning gains. We are moving away from working solely on proficiency to move a student's through with a focus on learning gains as well. We will target individual students' needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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 Student Achievement Data to Support Instructional Decision Making based on our Individual Student Data Chats.

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

By When: May 2024

Provide ongoing professional learning during ERPL's and Teacher Duty Days in using Student Data (Deep Dive Into Data) to make informed decisions and on supplemental programs to use.

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

By When: May 2024

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will also include teachers "doing the work, to know the work" to provide worked examples that illustrate desired outcomes for their students.

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

By When: May 2024

Conduct PLCs focused on identifying learning targets/intentions, discuss ideas for instruction, review student work, determine students who need additional instruction or intervention to be successful. Data discussions based on individual student data (Learning Gains) rather than just proficiency level.

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

By When: May 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2022-2023 PBIS Model School Evaluation report, a focus needs to be placed on reducing our discipline office referrals and out of school 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.

Reduce the number of students with an IEP in both referrals and suspensions. Our goal for referrals (students with an IEP) is to reduce the number to less than 75 referrals. This would reduce the percentage of SWD's, with IEP's percentage of referrals from 46% to less than 35%. Our goal for suspension (students with an IEP) is to be below the 40 OSS actions given last year, to 30. Although we had less OSS for students with IEP's this school year, we would like to continue that decrease for 2023-2024.

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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Self-Efficacy specifically related to the use of PBIS strategies, tools and interventions along with MTSS Supports. Ensure that the systems of supports within PBIS and MTSS systems are implemented with fidelity.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. Students will have ownership over academic and behavioral goals through MTSS systems of support and utilizing established WICOR strategies through our AVID implementation last school year. 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 Tier 2 and Tier 3 interventions, as needed based on individual student needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024

Provide ongoing professional learning related to MTSS and PBIS systems through 2023-2024 Timbercrest Professional Learning Plan, monthly PBIS meetings, and monthly MTSS spotlight during faculty meetings.

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

By When: May 2024

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)

By When: May 2024

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

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

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school improvement funding allocations and resources are thoughtfully distributed through multiple avenues, including the Title I budget, an approved budget from the Timbercrest Leadership Team, weekly professional learning communities, biweekly grade chair meetings, monthly School Advisory Council (SAC) meetings, the Stocktake Process, and FUTURES grants. By leveraging these channels, the school ensures effective utilization of resources and promotes a collaborative environment that fosters continuous improvement in the learning experience for all students. The Timbercrest Leadership Team will monitor funding and resources through the 2023-2024 school year and reallocate based on the needs of the school. Needs will be determined through ongoing needs assessments and district/state data.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Timbercrest is committed to disseminating and sharing the school improvement plan and Title I information (including planning, funding, and budget) throughout the year and with all stakeholders. As part of our dedication to continuous improvement, we will be actively involved in the Stocktake Process throughout the 2023-2024 school year and conduct a comprehensive School Improvement Plan Midyear Review at the end of the second semester. This ongoing assessment will help us ensure that we stay on track and make necessary adjustments to enhance the learning environment and overall educational experience for our students. The SIP and progress towards meeting the goals within the SIP will be shared/reviewed ongoing during monthly SAC meeting and ongoing data reviews each month. Information regarding Title I (including planning, funding, and budget) will also be shared at this time. Staff will participate in data chats and progress towards our school improvement plan will be shared and weekly PLCs. The Timbercrest School Improvement Plan will be shared on our school website. A hard copy of the update SIP will be available at the front desk.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 event, two Open House nights, and Title I Parent Meetings. PTA events will be held throughout the year to include the community in events. Our volunteer coordinator will seek additional business partners to provide incentives for student achievement in the areas of academics and behavior. We are also 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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

According to the 2022-2023 state testing data, the Areas of Focus for the 2023-2024 school year will be: ELA Proficiency, ELA/Math Learning Gains, ESSA Subgroups-SWD, and Positive Culture and Environment-MTSS/PBIS. The district will provide four professional learning opportunities throughout the year. Additionally, Timbercrest will host four school-based professional learning events with a focus on UDL (Universal Design for Learning) training to support our SWD students, Learning Ally to support our SWD population, Reciprocal Teaching for Reading (focused on ELA proficiency), and a DEEP Dive into Data (focused on ELA/Math Learning Gains). Timbercrest will continue to participate in ongoing training/learning opportunities related to PBIS and MTSS. Administration will implement a rotating schedule in

which admin visited classrooms on a daily basis and provide feedback based on teaching practices. Administration will provide training to teachers focused on formative assessments and embedded assessments into daily instruction. Title I funding will be used for a intervention teacher, SEL TOA, and other resources to support the Timbercrest SIP in an effort to reach our goals.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

*School Counselors provides lessons on Substance Abuse and Child Trafficking for all Timbercrest students Kindergarten-5th grade.

*Timbercrest will implement the 2023-2024 Wellness Plan created in collaboration with Volusia County School Way Cafe.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Timbercrest is a school that prioritizes social/emotional learning and the mental well-being of each student. With two dedicated school counselors, we offer accessible support to all students (as required). Additionally, the counselors conduct group sessions, providing valuable support on various issues, such as divorce, parental loss, grief counseling, and emotional well-being. Embracing the PBIS model, Timbercrest implements Tier 1, which encompasses schoolwide support. Tier 2 and Tier 3 PBIS interventions are also implemented and are tailored to individual students based on needs and data analysis. In addition, the school and district collaboratively maintain a mental health team that offers further aid (as needed) to ensure a nurturing and supportive environment for students' mental and emotional growth.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At Timbercrest, students' postsecondary opportunities, workforce preparation, and technical education are a priority, and they are effectively addressed through AVID strategies. These strategies include WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) techniques and college/career spotlights, which empower students with essential skills and knowledge for their future endeavors. Moreover, the school organizes a comprehensive Career Day, inviting representatives from various fields to engage with students and provide valuable insights into diverse career paths. This initiative aims to ensure that all Timbercrest students are well-informed and prepared for their future careers, making it a valuable part of the school's holistic approach to education and personal development.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

A comprehensive approach to student support and positive behavior is a priority at Timbercrest and implemented through the Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Intervention

and Support (PBIS). MTSS is utilized with all students to offer timely intervention and services based on individual needs. As a PBIS model school, Timbercrest employs Tier 1 interventions schoolwide, and for specific students who require additional support, Tier 2 and Tier 3 interventions are readily available.

Furthermore, Timbercrest makes effective use of Title I funding to enhance social-emotional learning (SEL). We allocate resources for a SEL Teacher on Assignment (TOA) and other related materials, ensuring that students receive the necessary guidance and tools to thrive in their social and emotional development. This system of support and emphasis on positive behavior contributes to a nurturing and inclusive learning environment at Timbercrest, promoting the overall well-being and success of their students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At Timbercrest, professional growth is a priority for all staff members, aimed at enhancing instructional practices through the effective use of data and academic assessments. Professional learning opportunities are tailored to individual job responsibilities and aligned with the school improvement plan. Through various strategies like daily walk-throughs, data chats, ongoing progress monitoring, weekly professional learning communities (PLCs), and detailed data analysis, Timbercrest develops action plans in response to the insights gained from these data sources. These action plans are strategically designed to address areas of need.

For the 2023-2024 school year, Timbercrest has identified key focus areas for continuous improvement. These include an emphasis on improving ELA proficiency, ELA and math learning gains, proficiency within our students with disabilities population, and sustaining a positive and inclusive environment through the implementation of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Intervention and Support (PBIS). By proactively addressing these aspects, Timbercrest is committed to fostering an environment of growth and success for all students and staff members.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Timbercrest creates a nurturing and inclusive environment that is fostered through our blended early childhood units. These units cater to both general education students and students with disabilities. The school offers a three-year-old unit as well as a four-year-old unit, where students with diverse needs are welcomed and provided with the necessary support. By blending students from different backgrounds and abilities, Timbercrest aims to create an inclusive learning environment that prepares all students for a seamless transition from preschool to kindergarten. Through this approach, we prioritize the holistic development and growth of each child, ensuring that every student feels valued and supported on their educational journey.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$81,179.36
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	N/A	N/A	6781 - Timbercrest Elementary School	Title, I Part A		\$65,970.64
			<i>Notes: Intervention Teacher-Use Title I Funds to pay for a intervention teachers to support student academic achievement and classroom instruction in the subject areas of ELA (with a specific focus on student proficiency and individual student learning gains).</i>			
	N/A	N/A	6781 - Timbercrest Elementary School	Title, I Part A		\$9,648.88
			<i>Notes: After School Tutoring- Math & ELA (Science-5th grade) twice a week for targeted K-5th students (15 Weeks)</i>			
			6781 - Timbercrest Elementary School	Title, I Part A		\$5,559.84
			<i>Notes: Saturday Boot Camp - ELA/Math support for targeted students 3rd-5th (4 Saturdays)</i>			
2	III.B.	Area of Focus: Instructional Practice: Differentiation				\$10,461.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	N/A	N/A	6781 - Timbercrest Elementary School	Title, I Part A		\$10,461.50
			<i>Notes: Collaborative Planning (35 teachers for 10 weeks)</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$87,390.92
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	N/A	N/A	6781 - Timbercrest Elementary School	Title, I Part A		\$69,884.22
			<i>Notes: Social/Emotional Learning Teacher on Assignment -Use Title I Funds to pay for a Social/Emotional Learning Teacher on Assignment to facilitate and support the Timbercrest MTSS (Multi-Tiered System of Support) and the Timbercrest PBIS (Positive Behavior Interventions and Supports) initiative.</i>			
	N/A	N/A	6781 - Timbercrest Elementary School	Title, I Part A		\$10,949.79
			<i>Notes: Parent Liaison-Use Title I Funds to pay for a Parent Liaison to disseminate ongoing information/events to parents and be a resource to parents throughout the school year.</i>			
	N/A	N/A	6781 - Timbercrest Elementary School	Title, I Part A		\$3,556.91
			<i>Notes: Provide stipends for leadership/PBIS team leaders for after school PLC meetings to discuss the effectiveness of professional learning and programs, analyze data, and plan future activities.</i>			
	N/A	N/A	6781 - Timbercrest Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Family Involvement Evenings/Events- STEAM, Math Night, ESOL Family Night & Literacy Night- academic areas -family literacy materials (paper backs and supplies for events)</i>			
Total:						\$179,031.78

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No