# Timucuan Elementary School

# 2015-16 School Improvement Plan

# Timucuan Elementary School

## 5429 110TH ST, Jacksonville, FL 32244

## http://www.duvalschools.org/timucuan

## School Demographics

| School Type | 2014-15 Title I School | **2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2) |
|---|---|---|
| Elementary | Yes | 78% |

| Alternative/ESE Center | Charter School | **2015-16 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 74% |

## School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|---|
| Grade | C* | D | D | C |

*\*Preliminary Informational Baseline School Grade*

*Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

## School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Focus | 2 | Wayne Green |

| Former F | Turnaround Status |
|---|---|
| No | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Timucuan Elementary School is to provide all students a rigorous and relevant academic program that will prepare them to be successful in their later educational and life endeavors.

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

The vision of Timucuan Elementary School is that all students will become lifelong learners, responsible citizens, and emerging leaders in our global community.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Timucuan Elementary makes building cultures among staff and students a priority. Timucuan serves approximately 15 % ESOL students. 60% of the staff are certified in ESOL. We make sure to send home information in English and Spanish. We hold dual language nights to build communication. We have several translators working in the building. As such, we have a teacher that serves on the District Diversity Committee. The teachers at Timucuan make sure to spend time talking to children and get to know all of the students. The ESOL representative and guidance counselor implements ideas with core and resource teachers that embrace cultural differences. Teachers conduct interest surveys and use that information, when possible, to make lesson more relevant and engaging for students. In December, the school hosts "Holidays Around the World", that highlights some of the ways different cultures celebrate the holiday season. Additionally, Timucuan Elementary host a Cultural Showcase each Spring that highlight multicultural contributions to American Society.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Timucuan Elementary's Foundations Team has created school wide "Guidelines for Success", expectations which are reviewed daily with the student body. Timucuan has established school rules, rituals and routines that are in place from the start of the year. Quarterly Discipline Assemblies are implemented to review school wide expectations and reward students for positive behavior.
The "Safety" Committee devised a plan to implement during emergency evacuations.
Annually students and parents are surveyed to gather information about such topics as Bullying, Respect, and School Safety.
The principal and assistant principal both have an Open Door Policy that allows students to share concerns whenever the need arises.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPS is implemented school wide.
A school wide discipline plan has been devised that reinforces the new District Student Code of Conduct.

Positive Referrals, student of the month, monthly behavioral incentives, the Golden Spoon award, and age appropriate restorative justice interventions are utilized to alter student misbehavior and decision making.

School counseling is available when needed. Buddy teachers are utilized to support classroom teacher's need for behavior issues. Administration continues open communication with students and parents for both positive and negative issues.

This year the school invested in a school wide positive visual messaging program that uses posters placed throughout the school for teachers to conduct "teachable Moments". This program is focused in common areas of the school.

The Second Step program has been implemented to teach students how to positively express emotions in particular situations. This is a proactive approach instead of a reactionary approach.

Timmy's Trading Post is a school store that works on a barter system in which students trade their positive behavior points they earn for tangible rewards. Students earn points on a daily basis and shop biweekly in the school store.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The guidance counselor provides:

1 Direct interventions services to identified student groups and collaborates with the leadership team in using data to make decisions about interventions and strategies that support the needs of the students.

2 Links community service agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success.

Second Step curriculum provides lessons that teach students how to self-regulate their emotions as well as resolve conflicts in a positive way.

## Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school based MTSS Leadership Team utilizes data to identify Tier 1 Tier 2 and Tier 3 targets to focus attention on deficient areas in academic and behavioral areas. Student identified in these tiers are monitored via the school data room. Conversations among teachers, parents and community services are conducted to analyze and make appropriate decisions concerning student needs.

Early Warning System includes:

Attendance Intervention Team

MDRT / RtI Team

Behavioral Interventions Team

These early warning systems provide appropriate time to meet and developed interventions to assist student success.

**Provide the following data related to the school's early warning system**

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

| Indicator | Grade Level | | | | Total |
|---|---|---|---|---|---|
| | K | 3 | 4 | 5 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | |
| One or more suspensions | 3 | 3 | 3 | 4 | 13 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 20 | 31 | 49 | 100 |

***The number of students identified by the system as exhibiting two or more early warning indicators:***

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Early Warning System includes:
Attendance Intervention Team
Behavioral Interventions Team
Small Group with Guidance Counselor
Parent Shadowing and Conferencing
Mentoring
Extended School Day dedicated to Reading based on individual student data. During this time, Achieve 3000, teacher led center, Text Talk, Making Words, and writing are all used to integrate reading strategies and skills. The math interventionist uses the i-Ready Common Core lessons and intense use of manipulatives and other hands on activities aligned with student data to provide push-in, small group support. As more data is collected, the interventionist will focus on additional areas. The reading interventionist will use the Barton Reading System and DAR testing to help determine the support needed in reading.
Both interventionists meet regularly with students, keeping anecdotal notes of support that is provided.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

*PIP Link*

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

*Description*

Increase communication between parents and teachers, and parents and administrators. Inform parents of business partners that are assisting TES. Build an open door policy for parents at Timucuan Elementary. Attempt to get all parents involved in after school events. Through the Host program increase Parent volunteers during school hours. Provide Parenting workshops. Increase the % parents participating in school sponsored family nights by 10%.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Timucuan Elementary partners with various businesses to support student achievement. For example, businesses donated school supplies, uniforms, and items for rewards. Parents are kept informed through PTA, SAC, School Messenger, e-mail, and the school's website. The school has a parent resource area where parents can borrow materials for students to use at home. All information provided to parents is provided in English and Spanish. The school provides opportunities for parents and business partners to get involved and help establish a relationship with the school.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

**Membership:**

| Name | Title |
| --- | --- |
| Kannada, Kharmayne | Assistant Principal |
| Perry, Darrell | Principal |
| Randich, Kim | Instructional Coach |
| | Assistant Principal |
| Smith, Qiana | Other |
| Stroman, Robin | Other |

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal - Darrell Perry: Provides a common vision for the use of data-based decision-making; ensures that the school-based team implements RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with all stakeholders regarding school-based RtI plans and activities.

Assistant Principal - Kharmayne Kannada: Main responsibility is to support the work of the principal and to follow on duties assigned. Provides a common vision for the use of data-based decision-making; ensures that the school-based team implements RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with all stakeholders regarding school-based RtI plans and activities. Assists in progress monitoring, data collection, and data analysis. Checks lesson plans for implementation of RtI process. Assists in the design and delivery of professional development. Provides feedback from classroom walkthroughs to encourage best practices that would benefit students. Collaborates with instructional coaches to ensure the coaching cycle is effectively taking place and results are evident in the targeted classroom. Collaborates with stakeholders to ensure students' environments are conducive to learning. Responsible for testing, cafeteria, paraprofessionals, scheduling, and parent communication of events.Participates in SAC and PTA.

Guidance Counselor - Lori Carter: Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school screening programs that provide early intervention services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis;

provides support for assessment and implementation monitoring.

Exceptional Student Education (ESE) Teachers - Terry Jones and Julie Franken: Participates in student data collection; integrates core instructional activities/materials into Tier 2/3 instruction; and collaborates with general education teachers through such activities as co-teaching, collaborative planning, and IEP compliance.

Instructional Coaches - Sunshine Fulton (Math) and Kim Randich (Reading): Provide support to general education teachers in implementing core instruction; participates in student data collection and analysis; collaborate with staff to implement Tier 2/3 interventions. Trainings are planned and facilitated by the coaches. Classroom support including: modeling, collaborative teaching, data analysis, recording lessons, and center implementation are provided.

Members of the MTSS/RtI Team will meet bi-monthly to engage in the following activities:

1. Review school-wide data to assist in collaborative planning and to improve instruction.
2. Review progress monitoring data at each grade level and by classroom to identify students who are meeting/exceeding benchmark performance and to identify at-risk and high-risk students.
3. Design professional development based on the above information.
4. Meet with their PLC bi-monthly for collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation.
5. Meet with teachers to plan interventions for Tier 2 and Tier 3 students with behavioral issues.
6. Provide support to teachers with the implementation of instructional and behavioral strategies and assist them with the process for next step referrals to MRT.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Title I funding at Timucuan is used to fund the following positions: 4 Instructional paraprofessionals. and two instructional teaching positions. There are also funds available for instructional field trips. Title I Parent Involvement totaling approximately $4,100 will be used to provide parents and community members with meaningful training and workshops on standards based instruction throughout the year. Funds are utilized to purchase supplies and materials for parent take home packets, food for events, and quality presenters. Teachers assist by preparing training materials and supplies for parents to take home and use with their children.

Timucuan is also fortunate to be part of the Westside Full Service Schools program, which is funded by the United Way. Referrals are made to the Westside Full Service Program to address various needs of families. The BLAST program, Building Lives and Schools Together is also available as a resource for parents to attend an 8 week program.

Timucuan also participates in community funded projects that are approved by DCPS including:

Good Touch Bad Touch
Red Ribbon Week
Boy Scouts of America
Girl Scouts of America
English for Students of Other Languages (ESOL)
Learning for Life
David Gerrard's Bright Holidays Program
Bullying Prevention Program
Chartwells Food Services Nutrition Programs
GCA Custodial Services
Girls on the Run
Stranger Danger
Student Council
Project Respect

**School Advisory Council (SAC)**

**Membership:**

| Name | Stakeholder Group |
|---|---|
| Elizabeth Kerr | Parent |
| Carlos Zigler | Business/Community |
| Darrell Perry | Principal |
| Kelly Gast | Teacher |
| Cynthia Ingram | Teacher |

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

In May of 2014 during the final SAC meeting. The SIP steering committee reviewed activities and strategies Identified in the SIP. Feedback was gathered via FCAT data and teacher survey to determine effectiveness of identified strategies. Strategies identified as working were selected to be continued and enhanced for 2014-2015.
Data from FCAT,CGA, I-ready, and DAR were collected to determine effectiveness.
Parent surveys, activity evaluations and focus groups were used to get feedback on such activities as Parent Nights, Carnival, and Cultural Showcase.

*Development of this school improvement plan*

All parents have the opportunity to participate in all meetings to give input into the process throughout the school year thorough a variety of channels including; PTA meetings, School Advisory Council meetings, and the various parents training sessions offered throughout the school year. The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. As part of the feedback for each parent session held, we solicit their ideas and desires concerning training and assistance sessions that they would like to see offered in the future by meeting with core groups of parents and/or feedback form. Parents were chosen by how much they were involved and inquired about parental activities. They were asked to help with making decisions for the parental involvement. Agenda items, presentation materials and meeting minutes will be used to document the following processes.

*Preparation of the school's annual budget and plan*

The SAC SIP committee works in collaboration with the principal to review the budget and agree on specific items such as technology enhancements and parental engagement. The principal then meets with the SDM team to finalize budget priorities and development of the final draft of the SIP.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

School Community Carnival ($1500)
Computers for Lab ($2,000)
Parent Night (1000)

_____

$4,500

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***
Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership:

| Name | Title |
|---|---|
| Randich, Kim | Instructional Coach |
| Perry, Darrell | Principal |
| Kannada, Kharmayne | Assistant Principal |

### Duties

#### *Describe how the LLT promotes literacy within the school*

The major initiatives of the LLT this year are:
~Increase Reading performance and meet the 2014-2015 Reading targets for all AMO subgroups.
~Develop lesson plans that are focused and intentional to meet student needs.
~Analyze student work and assessment data.
~Meet weekly with grade levels for collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation.
~ Share research based practices and professional articles with a focus on Florida Reading standards.
~Providing coaching and modeling for faculty and staff working in the area of Reading and Writing with a focus on text complexity, close reading, questioning and response to literature.
~Provide information to students and their families through literacy nights, newsletters and school-wide activities.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Coaches and assistant principal plan professional learning community meetings with teachers by grade level as well as by content area.
Common planning time is scheduled among all grade levels to share materials, academic rituals and routines, various technology and .best practices in instruction.
For early release days professional development is organized for vertical articulation per subject for grades 3, 4, 5.
Timucuan's resource schedule is designed to allow teachers four 45-minute planning periods. One period is administrative directed common planning, and administrators attend training. During the session, group norms are reviewed to ensure effectiveness of time. Grade levels have common planning during the same time.
There is job embedded professional development allows teachers to practice newly acquired information.
Teachers are provided with scaffolded support based on individual teacher's needs.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Recruit teachers who are already deemed Highly Qualified by utilizing the district's screening process and various collegiate preparation programs. - Principal
2. Retain new teachers via Mentoring and Induction for Novice Teachers (MINT) program by providing support through mentors, coaches for modeling, and regularly meeting with the PDF and Cadre. - Professional Development Facilitator (PDF)
3. Assign new teachers qualified mentors. - Professional Development Facilitator
4. Retain teachers via professional development support, coaching, and collaborative planning. - Department Chairs, PDF, Coaches.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Overall purpose of the teacher mentoring program is to improve teaching and learning. Specifically, the mentoring program is intended to assist classroom teachers, school administrators and locals in the development and implementation of a mentoring program for beginning teachers. The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes necessary connections between theory and practice, supports the professional and personal growth of beginning teachers and provides professional-development opportunities for the mentor teacher.
Bi-weekly meetings, observations, paired with mentor, Mint specialist meetings, attend District MINT meetings, develop IPDP.
Mentor support will include the following strategies for continuous improvement:
- Mentor observation cycles in which new teachers receive formative feedback and targeted coaching.
- New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices.
- PDF monthly MINT learning sessions that focus on identified areas of need.
- Collaborative learning groups or PLCs provide additional layers of support and learning opportunities.
Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:
- Subject/ grade level
- Certification
- Disposition/interpersonal skills
- Common planning
- Level of expertise/ area of need
- Additional training in Foundations of Mentoring is valued
Our mentors include:
Kim Randich - Reading Coach (22 years experience)
Robyn Stroman - Reading Interventionist (24 years experience)
Sunshine Fulton - Math Coach (11 years experience)
Qiana Smith - Math Interventionist (12 years experience)
Tammy McCauley - Kindergarten teacher (15 years experience)
Priority is given to assigning mentors with mentees within the same discipline or grade level to ensure a successful mentorship program.

## Ambitious Instruction and Learning

**Instructional Programs and Strategies**

**Instructional Programs**

*Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards*

Reading, Writing, Math, Science, and Social Studies curriculum is provided by the district. The core instructional and supplemental materials are analyzed and compared to the expectations outlined in the Math Florida Standards (MAFS) and Language Arts Florida Standards (LAFS). Standards are unpacked, a continuum is created, and content provided in the instructional materials is scaffolded. If the lessons or activities provided in the curriculum are not to the depth or rigor of the standards, additional activities are created to ensure all instruction provided is aligned to the Florida Standards. Frequent walk-throughs and observations by administration with documented input and next steps are conducted to ensure the core instructional programs and materials are aligned to Florida's standards. Administration regularly recommends coaches to assist teachers to implement the next steps.

### Instructional Strategies

*Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments*

The school uses standardized assessments data, common grade level assessments, anecdotal notes, exit tickets, and various other forms of data to differentiate instructional materials to meet the needs of students. Teachers use exit tickets at the end of their lessons and based on student responses teachers know which students understood the content that was presented. If students required additional support students are provided small group instruction. The process is the same when common assessments are given. If students have mastered a certain level of the standard the rigor of the tasks is increased within the assessment limits outlined in the Item Specifications. Entry tickets are also used to gain information pertaining to background knowledge students possess. In math, teachers use the instructional practices that allow student to move from concrete, to representational, then to abstract thinking. As students continue to demonstrate understanding the complexity of the tasks is increased.
Administrators, coaches, interventionists, and teachers regularly consult data to determine the current academic needs. This information is used to guide instruction to meet the needs of students. Teachers incorporate research based strategies into instruction to include: text-based discussion, close reading, directed note-taking, responsive writing, argumentative writing, and speaking. Teachers also align independent texts to students' lexile levels.

*Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:*

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Extended School Day - All students receive an additional hour of reading instruction. In grades 3-5 teachers use Achieve 3000 and Science independent readers to implement instruction. The focus is on improving reading strategies using informational text. Students receive instruction both at their individual instructional levels and on grade level. Center rotations are used and include both teacher led, individual, and group activities.

*Strategy Rationale*

Timucuan Elementary was identified as one of the state's lowest 300 school according to Reading proficiency on the 2013-2014 FCAT 2.0 assessment. The goal is to improve student Reading proficiency and deepen comprehension.

*Strategy Purpose(s)*

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Perry, Darrell, perryd@duvalschools.org

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

All students are provided with additional learning, but students in 3rd -5th grade are targeted based upon specific data points including students' Reading proficiency on the 2013-2014 FCAT 2.0.

**Strategy:** Extended School Day

**Minutes added to school year:**

Extended Day Program- Student participaing in the extended day programs recieved additional support in Reading and Math skills for 45 mins each day (Monday-Friday).

*Strategy Rationale*

*Strategy Purpose(s)*
""

*Person(s) responsible for monitoring implementation of the strategy*

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

Students in All grades are open to attend the extended day program based upon specific data points including Bottom Quartile FCAT, level 1 and 2 and Buddle students. Attendance is racked and monitored each day. Students will also given informal and formal assessments to determine progress monitoring.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Timucuan Elementary School (TES) has 2 Pre-K units this year. The units are part of a standards based program rooted in Early Learning Best Practices. The program is designed to prepare students for kindergarten and beyond. The units include a highly qualified teacher, certified CDA and two full time para professionals. The maximum capacity is 18 students in each class. The pre-K programs are on a regular school school schedule that begins at 8:30 and ends at 3:00 PM daily.

At Timucuan Elementary, all incoming kindergarteners are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/ intervention programs. All students are assessed within the areas of Language, Mathematics, Social and Personal Skills, Science, Social Studies, physical Development and fitness and creative arts. Screening data will be collected and aggregated prior to October 2014. Data will be used to plan daily instruction for all students. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all skills identified by screening data. Instruction will be delivered through the use of the gradual release model. Screening tools will be administered three times a year in order to determine student growth and student instructional needs.

The Timucuan Elementary Pre-K Program Parent Involvement is a demonstration program supported through the DCPS Early Learning Coalition. The program consists of two consecutive nine-week Institutes designed to engage families of preschool and kindergarten children in the development of school readiness skills. The goals of the program are to:
• Improve children's readiness outcomes with a focus on literacy.
• Identify and implement promising strategies to significantly increase the active engagement of families in their children's learning.
• Help families become more effective in supporting and being engaged in their children's learning.
• Strengthen the learning connections between families and learning programs so
that they share critical components associated with learning.
• Help programs and school become places where family involvement is welcomed and supported, and where communication among families, programs, and schools is fostered.
In order to assist all students in transitioning to the next grade level, Timucuan will:
• Focus on building positive relationships with parents/guardians and school personnel.
• Establish regular communication between school and home.
• Develop consistent rituals and routines.
• Provide support through the school counselor for students having difficulty adjusting to new environrment.
• Encourage family participation.

**College and Career Readiness**

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

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes***

## Needs Assessment

**Problem Identification**

### Data to Support Problem Identification

#### Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

#### Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

### Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal          **B =** Barrier          **S** = Strategy

`1` = Problem Solving Step          🔑 S123456 = Quick Key

### Strategic Goals Summary

**G1.**     If teachers utilize data to effectively plan for and implement tiered instruction, increase critical thinking and engagement through high quality bell to bell instruction, and align tasks to grade level standards, then we will increase student achievement in all content areas.

### Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If teachers utilize data to effectively plan for and implement tiered instruction, increase critical thinking and engagement through high quality bell to bell instruction, and align tasks to grade level standards, then we will increase student achievement in all content areas. 1a

### Targets Supported 1b

🔍 G071785

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 68.0 |
| AMO Math - All Students | 72.0 |
| FCAT 2.0 Science Proficiency | 60.0 |

### Resources Available to Support the Goal 2

- Source Books/ Interactive Journals Reading/ Math Coach Support Reading/ Math Interventionist Reading Tutor Planning time for teachers to go over student work, student data and curriculum mapping Weekly PLCs Extended Reading Hour Duval Reads Duval Math Barton Reading and Spelling Heggerty/ Making Words Teacher-led/ guided reading groups Teacher-led/ guided math groups Use of technology programs - Achieve 3000 (grades 3-5) and iReady Reading/ Math Literacy Team Timmy's Trading Post punch card

### Targeted Barriers to Achieving the Goal 3

- A significant amount of students are performing below grade level.

- The implementation of newly adopted district curriculum and instructional framework.

- Students miss quality instruction due to tardiness, absenteeism, and early check-out.

### Plan to Monitor Progress Toward G1. 8

Baseline Writing Prompt, along with District prompts will be collected and discussed.

**Person Responsible**

Kim Randich

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

50% of our 4th and 5th grade students will achieve proficiency or higher on the writing portion in the Language Arts FSA.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal  **B =** Barrier  **S** = Strategy

`1` = Problem Solving Step  🔑 S123456 = Quick Key

**G1.** If teachers utilize data to effectively plan for and implement tiered instruction, increase critical thinking and engagement through high quality bell to bell instruction, and align tasks to grade level standards, then we will increase student achievement in all content areas. `1`

🔑 G071785

**G1.B1** A significant amount of students are performing below grade level. `2`

🔑 B187137

**G1.B1.S1** Teachers will analyze various data sources and will use the data to differentiate small group instruction and centers. `4`

🔑 S198586

### Strategy Rationale

Instruction will address students' areas of strengths and weaknesses.

### Action Step 1 `5`

Teachers will analyze their data to identify student groups.

#### Person Responsible

Kim Randich

#### Schedule

Weekly, from 9/22/2015 to 6/5/2016

#### *Evidence of Completion*

Lesson plans that will reflect small group teacher-led differentiated instruction, student work and increase in assessment scores.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Admin will monitor differentiated lesson plans, leadership team will conduct weekly walk-thrus, and monitor blended learning reports.

### Person Responsible

Darrell Perry

### Schedule

Weekly, from 9/1/2015 to 6/10/2016

### *Evidence of Completion*

Blended learning reports, lesson plans, coaching feedback forms

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

During common planning, teachers will meet to discuss the Coach/Teacher data chat form.

### Person Responsible

Kim Randich

### Schedule

Monthly, from 9/22/2015 to 6/10/2016

### *Evidence of Completion*

Professional Development notebook sign in sheet, Coach/Teacher data chat form

**G1.B1.S2** Students will participate in extended hour reading instruction. 4

### Strategy Rationale

🔍 S198587

To increase student proficiency, students will receive additional support in reading instruction.

**Action Step 1** 5

K-2 will participate in center rotation based on student needs. 3-5 will participate in a rotation schedule with novel studies (fiction), centers, and blended learning.

#### Person Responsible

Kharmayne Kannada

#### Schedule

Monthly, from 8/17/2015 to 6/10/2016

#### *Evidence of Completion*

Lesson plans, blended learning usage reports, student work, administration walk-throughs

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Admin will conduct walk-throughs to ensure the fidelity of instruction.

#### Person Responsible

Darrell Perry

#### Schedule

Monthly, from 9/25/2015 to 6/10/2016

#### *Evidence of Completion*

Admin will collect lesson plans and complete walk-through forms.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

Student growth will be reflected on assessments.

### Person Responsible

Darrell Perry

### Schedule

Monthly, from 10/1/2015 to 6/10/2016

### *Evidence of Completion*

data analysis form, blended learning data

**G1.B1.S3** Teachers will increase their understanding of the mathematical content and pedagogical strategies. `4`

🔑 S198588

### Strategy Rationale

Higher levels of teacher content knowledge will increase student flexibility in thinking about math concepts.

**Action Step 1** `5`

Provide professional development that focuses on the depth of the standards.

### Person Responsible

Sunshine Fulton

### Schedule

Weekly, from 9/25/2015 to 6/10/2016

### *Evidence of Completion*

Common planning document, sign-in sheets, standard analysis template

## Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Coach/Teacher data chats, teacher exit tickets/feedback forms, administration observation

### Person Responsible

Sunshine Fulton

### Schedule

Weekly, from 9/25/2015 to 6/10/2016

### *Evidence of Completion*

coach/teacher data chat form, teacher exit ticket/ feedback forms

## Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Coach/teacher data chats, analyze student work

### Person Responsible

Sunshine Fulton

### Schedule

Weekly, from 9/25/2015 to 6/10/2016

### *Evidence of Completion*

Coach/teacher data chat forms, student work, teacher feedback forms

**G1.B2** The implementation of newly adopted district curriculum and instructional framework. 2

B187138

**G1.B2.S1** Utilize district ELA Specialist and Reading Coach to train teachers and monitor the fidelity of implementation in classrooms. 4

S198589

### Strategy Rationale

As teachers acquire knowledge and understanding of the standards, newly adopted curriculum and instructional framework, they will be able to guide their instruction to increase student achievement.

### Action Step 1 5

Reading Coach will receive professional development and attend trainings whenever possible to obtain an understanding of the newly adopted curriculum and instructional framework. The information will then be shared to the staff through professional development.

#### Person Responsible

Kim Randich

#### Schedule

Monthly, from 9/1/2015 to 6/10/2016

#### *Evidence of Completion*

Information received at the monthly coach meetings and other trainings will be evidence of completion. The weekly Common Planning Agenda will also serve as evidence.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrative and coach walk-throughs, analyzing student work

#### Person Responsible

Kim Randich

#### Schedule

Monthly, from 9/1/2015 to 6/10/2016

#### *Evidence of Completion*

Common Planning Agenda, Sign-In sheets, Coach Feedback Form, student work that aligns with the curriculum and standards

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Lessons will be modeled for teachers; teachers will participate in focus observations and students' work will be analyzed to monitor for effectiveness.

### Person Responsible

Kim Randich

### Schedule

Monthly, from 9/14/2015 to 6/10/2016

### *Evidence of Completion*

student work, focus observation forms

**G1.B3** Students miss quality instruction due to tardiness, absenteeism, and early check-out. 2

🔑 B187139

**G1.B3.S1** Provide bi-weekly incentives for students who are present and on-time. 4

🔑 S198590

### Strategy Rationale

Encourage student ownership of attendance.

**Action Step 1** 5

bi-weekly attendance incentives

### Person Responsible

Kharmayne Kannada

### Schedule

Monthly, from 9/25/2015 to 6/10/2016

### *Evidence of Completion*

Timmy's Trading Post punch card, student tracking form

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Bi-weekly attendance incentive

### Person Responsible

Kharmayne Kannada

### Schedule

Weekly, from 9/25/2015 to 6/10/2016

### *Evidence of Completion*

Timmy's Trading Post punch card, Timmy's Trading Post store, student behavior tracking form

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monthly Achieve 3000 reports will be analyzed.

### Person Responsible

Kim Randich

### Schedule

Monthly, from 11/3/2014 to 6/5/2015

### *Evidence of Completion*

Achieve 3000 student data (lexile data, and written responses) and usage reports.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S1.A1 | Teachers will analyze their data to identify student groups. | Randich, Kim | 9/22/2015 | Lesson plans that will reflect small group teacher-led differentiated instruction, student work and increase in assessment scores. | 6/5/2016 weekly |
| G1.B1.S2.A1 | K-2 will participate in center rotation based on student needs. 3-5 will participate in a rotation schedule with novel studies (fiction), centers, and blended learning. | Kannada, Kharmayne | 8/17/2015 | Lesson plans, blended learning usage reports, student work, administration walk-throughs | 6/10/2016 monthly |
| G1.B1.S3.A1 | Provide professional development that focuses on the depth of the standards. | Fulton, Sunshine | 9/25/2015 | Common planning document, sign-in sheets, standard analysis template | 6/10/2016 weekly |
| G1.B2.S1.A1 | Reading Coach will receive professional development and attend trainings whenever possible to obtain an understanding of the newly adopted curriculum and instructional framework. | Randich, Kim | 9/1/2015 | Information received at the monthly coach meetings and other trainings will be evidence of completion. The weekly Common Planning Agenda will also serve as evidence. | 6/10/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | The information will then be shared to the staff through professional development. | | | | |
| G1.B3.S1.A1 | bi-weekly attendance incentives | Kannada, Kharmayne | 9/25/2015 | Timmy's Trading Post punch card, student tracking form | 6/10/2016 monthly |
| G1.MA1 | Baseline Writing Prompt, along with District prompts will be collected and discussed. | Randich, Kim | 10/1/2014 | 50% of our 4th and 5th grade students will achieve proficiency or higher on the writing portion in the Language Arts FSA. | 6/5/2015 quarterly |
| G1.B1.S1.MA1 | During common planning, teachers will meet to discuss the Coach/Teacher data chat form. | Randich, Kim | 9/22/2015 | Professional Development notebook sign in sheet, Coach/Teacher data chat form | 6/10/2016 monthly |
| G1.B1.S1.MA1 | Admin will monitor differentiated lesson plans, leadership team will conduct weekly walk-thrus, and monitor blended learning reports. | Perry, Darrell | 9/1/2015 | Blended learning reports, lesson plans, coaching feedback forms | 6/10/2016 weekly |
| G1.B2.S1.MA1 | Lessons will be modeled for teachers; teachers will participate in focus observations and students' work will be analyzed to monitor for effectiveness. | Randich, Kim | 9/14/2015 | student work, focus observation forms | 6/10/2016 monthly |
| G1.B2.S1.MA1 | Administrative and coach walk-throughs, analyzing student work | Randich, Kim | 9/1/2015 | Common Planning Agenda, Sign-In sheets, Coach Feedback Form, student work that aligns with the curriculum and standards | 6/10/2016 monthly |
| G1.B3.S1.MA1 | Monthly Achieve 3000 reports will be analyzed. | Randich, Kim | 11/3/2014 | Achieve 3000 student data (lexile data, and written responses) and usage reports. | 6/5/2015 monthly |
| G1.B3.S1.MA1 | Bi-weekly attendance incentive | Kannada, Kharmayne | 9/25/2015 | Timmy's Trading Post punch card, Timmy's Trading Post store, student behavior tracking form | 6/10/2016 weekly |
| G1.B1.S2.MA1 | Student growth will be reflected on assessments. | Perry, Darrell | 10/1/2015 | data analysis form, blended learning data | 6/10/2016 monthly |
| G1.B1.S2.MA1 | Admin will conduct walk-throughs to ensure the fidelity of instruction. | Perry, Darrell | 9/25/2015 | Admin will collect lesson plans and complete walk-through forms. | 6/10/2016 monthly |
| G1.B1.S3.MA1 | Coach/teacher data chats, analyze student work | Fulton, Sunshine | 9/25/2015 | Coach/teacher data chat forms, student work, teacher feedback forms | 6/10/2016 weekly |
| G1.B1.S3.MA1 | Coach/Teacher data chats, teacher exit tickets/feedback forms, administration observation | Fulton, Sunshine | 9/25/2015 | coach/teacher data chat form, teacher exit ticket/ feedback forms | 6/10/2016 weekly |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If teachers utilize data to effectively plan for and implement tiered instruction, increase critical thinking and engagement through high quality bell to bell instruction, and align tasks to grade level standards, then we will increase student achievement in all content areas.

**G1.B1** A significant amount of students are performing below grade level.

**G1.B1.S1** Teachers will analyze various data sources and will use the data to differentiate small group instruction and centers.

### PD Opportunity 1

Teachers will analyze their data to identify student groups.

#### Facilitator

Kim Randich

#### Participants

All teachers

#### Schedule

Weekly, from 9/22/2015 to 6/5/2016

**G1.B1.S3** Teachers will increase their understanding of the mathematical content and pedagogical strategies.

### PD Opportunity 1

Provide professional development that focuses on the depth of the standards.

#### Facilitator

Sunshine Fulton

#### Participants

All math teachers

#### Schedule

Weekly, from 9/25/2015 to 6/10/2016

**G1.B2** The implementation of newly adopted district curriculum and instructional framework.

**G1.B2.S1** Utilize district ELA Specialist and Reading Coach to train teachers and monitor the fidelity of implementation in classrooms.

### PD Opportunity 1

Reading Coach will receive professional development and attend trainings whenever possible to obtain an understanding of the newly adopted curriculum and instructional framework. The information will then be shared to the staff through professional development.

#### Facilitator

Reading Coach and ELA District Specialist

#### Participants

All Teachers

#### Schedule

Monthly, from 9/1/2015 to 6/10/2016

# Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget

### Budget Data

| 1 | G1.B1.S1.A1 | Teachers will analyze their data to identify student groups. | $0.00 |
|---|---|---|---|
| 2 | G1.B1.S2.A1 | K-2 will participate in center rotation based on student needs. 3-5 will participate in a rotation schedule with novel studies (fiction), centers, and blended learning. | $0.00 |
| 3 | G1.B1.S3.A1 | Provide professional development that focuses on the depth of the standards. | $0.00 |
| 4 | G1.B2.S1.A1 | Reading Coach will receive professional development and attend trainings whenever possible to obtain an understanding of the newly adopted curriculum and instructional framework. The information will then be shared to the staff through professional development. | $0.00 |
| 5 | G1.B3.S1.A1 | bi-weekly attendance incentives | $2,000.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
|---|---|---|---|---|---|---|
| | | | 0981 - Timucuan Elementary School | General Fund | | $1,000.00 |
| | | | *Notes: Business Partner Donations / Grants Full service schools* | | | |
| | | | 0981 - Timucuan Elementary School | General Fund | | $1,000.00 |
| | | | *Notes: Business Partner Donations / Grants Full service schools* | | | |
| | | | | | **Total:** | **$2,000.00** |