Timucuan Elementary School

2016-17 Schoolwide Improvement Plan

Timucuan Elementary School

5429 110TH ST, Jacksonville, FL 32244

http://www.duvalschools.org/timucuan

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	D	F

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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Timucuan Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Timucuan Elementary makes building positive cultures among staff and students a priority. Timucuan serves approximately 20 % ESOL students. 75% of the staff are ESOL certified. A full-time ESOL para works with active ESOL students daily. Communication is provided in English, Spanish, and Chinese for our growing Chinese population. We hold dual language nights to build communication between parents and school staff. We have several translators working in the building. 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 twice a year and use the information to determine family needs. A cultural showcase is held in the spring that highlight the multicultural contribution of all our diverse ethnic groups.

b. 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. Random rewards are provided for students on "blue days." The principal goes to each room to deliver treats to those who have earned it.

The "Safety" Committee devised a plan to implement during emergency evacuations. This plan will be practiced quarterly, problems identified, and changes made.

Quarterly students and parents are surveyed to gather information about such topics as Bullying, Respect, and School Safety. The data is used to address concerns with student, faculty, and parent input.

The principal and assistant principal both have an Open Door Policy that allows students to share concerns whenever the need arises. Parents can meet with administration and a time line is given in which concerns will be addressed. Parents always receive feedback within 48 hours.

c. 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 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 is implemented to teach students how to positively express emotions in particular situations. This is a proactive approach instead of a reactionary approach. Second Step is taught every Friday during science.

Every classroom has a "Cool Down" zone and are required to use it. They receive support from the guidance counselor in identifying behaviors that can escalate. This support is also intended to build relationships between faculty and students because students' feelings are validated.

d. 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.
3. One on one counseling and small group support.
4. Outside referral services such as Full Services.
5. Refers the social worker to conduct home visits.

Second Step curriculum provides lessons that teach students how to self-regulate their emotions as well as resolve conflicts in a positive way. Although students receive a lesson during science on each Friday, the guidance counselor teaches additional lessons.

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	0	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	20	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	20	31	49	0	0	0	0	0	0	0	100

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

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

c. 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
Home visits

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. Small group work is provided focusing on reading skill deficiencies. Both interventionists meet regularly with students, keeping anecdotal notes of support that is provided.

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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%.

2. 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.We will host Career Day, along with several events planned by our Navy partners. We will continue to generate partnership recruitment letters to potential business partners to broaden our support network.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Kannada, Kharmayne	Assistant Principal
Payton, Eden	Instructional Coach
Smith, Qiana	Other
Stroman, Robin	Other
Perry, Darrell	Principal
Fulton, Sunshine	Instructional Coach

b. Duties

1. 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, Mr. Heller 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 Eden Payton (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.

Reading Interventionists - Erica Valenti and Robin Stroman provide small group intensive support to students reading below grade level and documented reading deficiencies.

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.

2. 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
Eddie Eagle
English for Students of Other Languages (ESOL)
Learning for Life
Bullying Prevention Program
Chartwells Food Services Nutrition Programs
GCA Custodial Services
Girls on the Run
Stranger Danger
Student Council
Project Respect

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Qiana Smtih	Parent
Darrell Perry	Principal
Kelly Gast	Teacher
Cynthia Ingram	Teacher
Qiana Smith	Parent
Malachil Smith	Student
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

In May of 2016 during the final SAC meeting. The SIP steering committee reviewed activities and strategies Identified in the SIP. Feedback was gathered via FCAT/FSA data and teacher survey to determine effectiveness of identified strategies. Strategies identified as working were selected to be continued and enhanced for 2016-2017. Data from FCAT, FSA, CGA, I-ready, and DAR were collected to determine effectiveness as well as intervention needs for next school year. During pre-planning we revisited what were considered effective strategies and discussed further implementation.

Parent surveys, activity evaluations and focus groups were used to get feedback on such activities as Parent Nights, Carnival, and Cultural Showcase.

b. 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.

c. 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.

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

School Community Carnival ($1000)

Computers for Lab ($2,500)

Parent Night ($1000)
_____

$4,500

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Payton, Eden	Instructional Coach
Perry, Darrell	Principal
Kannada, Kharmayne	Assistant Principal
Stroman, Robin	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year are:
~Increase Reading performance and meet the 2016-2017 Reading targets for all AMO subgroups.
~Develop lesson plans that are focused and intentional to meet student needs.
-Participated in collecting student data, selecting, and integrating strategies into all tiered instruction.
~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.
-Assist and work with school leadership to ensure commitment to overall goals set forth by administration.

D. 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).

1. 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 five 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.

2. 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 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.

3. 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 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:
Edin Payton - Reading Coach (16 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. All lessons are planned by first ensuring elements of the standard are the focus.

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.

b. Instructional Strategies

1. 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. Interventionists have been assigned to struggling students, data tracked and instructional changes made.

2. 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 2015-2016 FSA. 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 2015-2016 FSA results.

Strategy: After School Program

Minutes added to school year: 2,700

Selected students participate in after school tutoring based upon being Bubble Students. Students spend two hours each week receiving academic enrichment in Reading and Math. Attendance is tracked, monitored and students are given progress monitoring check-ups to determine student growth and improvement.

Strategy Rationale

Students are provided academic enrichment to enhance their reading and math proficiency skills and prepare for FSA assessment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kannada, Kharmayne, kannadak1@duvalschools.org

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

Running Records, mini-assessments and teacher made assessments will be utilized to determine strategy effectiveness.

2. Student Transition and Readiness

a. 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).

1. 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 4 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 2016. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 Timucuan Elementary provides an environment that fosters positive social growth, problem behaviors will decrease and the overall environment will be more positive for adults and students.

G2.   If teachers utilize data to effectively plan for and implement grade level tiered instruction in whole group and small group settings then student achievement will increase in all academic content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Timucuan Elementary provides an environment that fosters positive social growth, problem behaviors will decrease and the overall environment will be more positive for adults and students. 1a

🔍 G084197

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	
School Climate Survey - Student	

Targeted Barriers to Achieving the Goal 3

- Lack of cultural empathy and understanding

- Lack of positive social skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step curriculum Guidance counselor support Eddie Eagle Restorative Justice Project Respect Community mentors

Plan to Monitor Progress Toward G1. 8

Student enrollment and teacher retention will increase

Person Responsible

Darrell Perry

Schedule

On 6/2/2017

Evidence of Completion

Survey data, enrollment data and teacher retention data

G2. If teachers utilize data to effectively plan for and implement grade level tiered instruction in whole group and small group settings then student achievement will increase in all academic content areas. `1a`

🔍 G084198

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	76.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal `3`

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

- The is a need to increase teacher efficacy in delivering effective instructional strategies.

- Lack of accountability in the effective use of current data.

Resources Available to Help Reduce or Eliminate the Barriers `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 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

Plan to Monitor Progress Toward G2. `8`

Student work will contain specific actionable feedback relevant to the task and focused on improving learning

Person Responsible

Kharmayne Kannada

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Student conversation when they can articulate goals that have been set with them.

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 Timucuan Elementary provides an environment that fosters positive social growth, problem behaviors will decrease and the overall environment will be more positive for adults and students. 1

🔑 G084197

G1.B1 Lack of cultural empathy and understanding 2

🔑 B223737

G1.B1.S1 Provide cultural diversity training to leadership, teachers, and support staff throughout the year. 4

🔑 S236065

Strategy Rationale

By providing cultural diversity training throughout the year, teachers will be able to identify and address some of the concerns facing students.

Action Step 1 5

Cultural training will be provided to improve the interactions between teachers, students, and families

Person Responsible

Darrell Perry

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

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

Conduct classroom walkthoughs focusing on culture for learning utilizing the district Look Fors form

Person Responsible

Darrell Perry

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Rubrics indicating scores of 3 and 4 indicate a positive environment for all students.

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

Environmental survey data will improve

Person Responsible

Darrell Perry

Schedule

Quarterly, from 9/30/2016 to 6/2/2017

Evidence of Completion

survey data

G1.B1.S2 Implement Second Step to address behaviors that are against behavioral norms 4

🔑 S236066

Strategy Rationale

By focusing proactively on addressing student behaviors, undesirable behaviors will be decreased.

Action Step 1 5

Provide training on Second Step and other proactive behavior intervention strategies

Person Responsible

Kharmayne Kannada

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Teachers will use Second Step once a week to address problem behaviors, this will be observed during science lessons. Interactions with students are also evidence of Second Step implementation.

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

Use look-fors related to the implementation of Second Step

Person Responsible

Darrell Perry

Schedule

On 6/2/2017

Evidence of Completion

observational data

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

Record and track disciplinary actions taken

> **Person Responsible**
>
> Darrell Perry
>
> **Schedule**
>
> On 6/2/2017
>
> *Evidence of Completion*
>
> any disciplinary action taken by teacher or administrator

G1.B2 Lack of positive social skills `2`

🔑 B223738

G1.B2.S1 Provide training on the Second Step program and selection of particular lessons. `4`

🔑 S236067

> **Strategy Rationale**
>
> By teaching pro-social skills students will be able to better communicate emotions and solve problems positively.

Action Step 1 `5`

Complete classroom visits that focus on student interactions with each other and the adults.

> **Person Responsible**
>
> Darrell Perry
>
> **Schedule**
>
> Biweekly, from 9/5/2016 to 6/2/2017
>
> *Evidence of Completion*

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

Walkthroughs will focus on positive interactions

Person Responsible

Darrell Perry

Schedule

Biweekly, from 9/5/2016 to 9/5/2016

Evidence of Completion

Walkthrough forms will be analyzed to determine patterns or additional support/training that is needed.

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

Monitor the implementation of Second Step and the lessons it is taught through

Person Responsible

Darrell Perry

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans and classroom observation data

G2. If teachers utilize data to effectively plan for and implement grade level tiered instruction in whole group and small group settings then student achievement will increase in all academic content areas. 1

🔑 G084198

G2.B1 A significant amount of students are performing below grade level. 2

🔑 B223739

G2.B1.S1 Teachers will analyze various data sources and will use the data to differentiate small group instruction and centers. 4

🔑 S236068

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

Eden Payton

Schedule

Weekly, from 9/5/2016 to 6/2/2017

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 G2.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 9/1/2016 to 9/1/2016

Evidence of Completion

Blended learning reports, lesson plans, coaching feedback forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

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

Person Responsible

Schedule

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

Evidence of Completion

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

G2.B1.S2 Teachers will increase their understanding of the content and pedagogical strategies. `4`

🔑 S236069

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Sunshine Fulton

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

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

Person Responsible

Darrell Perry

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `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

G2.B2 The is a need to increase teacher efficacy in delivering effective instructional strategies. 2

🔑 B223740

G2.B2.S1 Utilize district ELA Specialist and Reading Coach to train teachers and monitor the fidelity of implementation in classrooms. 4

🔑 S236070

Strategy Rationale

As teachers acquire knowledge they discover new ways to engage students in instruction and increase student ownership.

Action Step 1 5

Teachers will plan lessons with the end in mind, they will receive and provide instructional feedback based on lessons that are created

Person Responsible

Schedule

Monthly, from 9/26/2016 to 6/9/2017

Evidence of Completion

Information received at weekly planning sessions will be implemented into instruction immediately. Walkthroughs wiil be conducted ensure information is implemented.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Analyze student performance data in order to make curriculum and instructional adjustments

Person Responsible

Kharmayne Kannada

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Teachers will participate in authentic professional development such as small group differentiated instruction and provide actionable feedback to students

Person Responsible

Darrell Perry

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, agendas, followed up by weekly classroom visits to monitor lesson plans indicating attention to implementation of new information

G2.B3 Lack of accountability in the effective use of current data. `2`

🔍 B223741

G2.B3.S1 Provide bi-weekly incentives for students who are present and on-time. `4`

🔍 S236071

Strategy Rationale

Encourage student ownership of attendance.

Action Step 1 `5`

bi-weekly attendance incentives

Person Responsible

Kharmayne Kannada

Schedule

Monthly, from 9/26/2016 to 6/9/2017

Evidence of Completion

Timmy's Trading Post punch card, student tracking form

Plan to Monitor Fidelity of Implementation of G2.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 G2.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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B3.S1.MA1 🔍 M310143	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
G2.B1.S1.MA1 🔍 M310137	During common planning, teachers will meet to discuss the Coach/Teacher data chat form.		9/22/2015	Professional Development notebook sign in sheet, Coach/Teacher data chat form	6/10/2016 monthly
G2.B3.S1.MA1 🔍 M310144	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
G2.B1.S2.MA1 🔍 M310139	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
G2.B1.S1.MA1 🔍 M310138	Admin will monitor differentiated lesson plans, leadership team will conduct weekly walk-thrus, and...	Perry, Darrell	9/1/2016	Blended learning reports, lesson plans, coaching feedback forms	9/1/2016 weekly
G1.B2.S1.MA1 🔍 M310135	Walkthroughs will focus on positive interactions	Perry, Darrell	9/5/2016	Walkthrough forms will be analyzed to determine patterns or additional support/training that is needed.	9/5/2016 biweekly
G1.MA1 🔍 M310136	Student enrollment and teacher retention will increase	Perry, Darrell	9/30/2016	Survey data, enrollment data and teacher retention data	6/2/2017 one-time
G2.MA1 🔍 M310145	Student work will contain specific actionable feedback relevant to the task and focused on...	Kannada, Kharmayne	9/5/2016	Student conversation when they can articulate goals that have been set with them.	6/2/2017 weekly
G1.B1.S1.MA1 🔍 M310130	Environmental survey data will improve	Perry, Darrell	9/30/2016	survey data	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M310131	Conduct classroom walkthoughs focusing on culture for learning utilizing the district Look Fors form	Perry, Darrell	9/5/2016	Rubrics indicating scores of 3 and 4 indicate a positive environment for all students.	6/2/2017 weekly
G1.B1.S1.A1 🔍 A304506	Cultural training will be provided to improve the interactions between teachers, students, and...	Perry, Darrell	9/5/2016		6/2/2017 quarterly
G1.B2.S1.MA1 🔍 M310134	Monitor the implementation of Second Step and the lessons it is taught through	Perry, Darrell	9/30/2016	Lesson plans and classroom observation data	6/2/2017 one-time
G1.B2.S1.A1 🔍 A304508	Complete classroom visits that focus on student interactions with each other and the adults.	Perry, Darrell	9/5/2016		6/2/2017 biweekly
G2.B1.S1.A1 🔍 A304509	Teachers will analyze their data to identify student groups.	Payton, Eden	9/5/2016	Lesson plans that will reflect small group teacher-led differentiated instruction, student work and increase in assessment scores.	6/2/2017 weekly
G2.B2.S1.MA1 🔍 M310141	Teachers will participate in authentic professional development such as small group differentiated...	Perry, Darrell	9/5/2016	Sign in sheets, agendas, followed up by weekly classroom visits to monitor lesson plans indicating attention to implementation of new information	6/2/2017 weekly
G2.B2.S1.MA1 🔍 M310142	Analyze student performance data in order to make curriculum and instructional adjustments	Kannada, Kharmayne	9/1/2016	Common Planning Agenda, Sign-In sheets, Coach Feedback Form, student work that aligns with the curriculum and standards, classroom visits and data chats with students	6/2/2017 monthly
G1.B1.S2.MA1 🔍 M310132	Record and track disciplinary actions taken	Perry, Darrell	9/30/2016	any disciplinary action taken by teacher or administrator	6/2/2017 one-time
G1.B1.S2.MA1 🔍 M310133	Use look-fors related to the implementation of Second Step	Perry, Darrell	9/30/2016	observational data	6/2/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 🔑 A304507	Provide training on Second Step and other proactive behavior intervention strategies	Kannada, Kharmayne	9/5/2016	Teachers will use Second Step once a week to address problem behaviors, this will be observed during science lessons. Interactions with students are also evidence of Second Step implementation.	6/2/2017 quarterly
G2.B1.S2.MA1 🔑 M310140	Coach/Teacher data chats, teacher exit tickets/feedback forms, administration observation	Perry, Darrell	9/5/2016	coach/teacher data chat form, teacher exit ticket/ feedback forms	6/2/2017 weekly
G2.B1.S2.A1 🔑 A304510	Provide professional development that focuses on the depth of the standards.	Fulton, Sunshine	9/5/2016	Common planning document, sign-in sheets, standard analysis template	6/2/2017 weekly
G2.B2.S1.A1 🔑 A304511	Teachers will plan lessons with the end in mind, they will receive and provide instructional...		9/26/2016	Information received at weekly planning sessions will be implemented into instruction immediately. Walkthroughs wiil be conducted ensure information is implemented.	6/9/2017 monthly
G2.B3.S1.A1 🔑 A304512	bi-weekly attendance incentives	Kannada, Kharmayne	9/26/2016	Timmy's Trading Post punch card, student tracking form	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. If Timucuan Elementary provides an environment that fosters positive social growth, problem behaviors will decrease and the overall environment will be more positive for adults and students.

G1.B1 Lack of cultural empathy and understanding

G1.B1.S1 Provide cultural diversity training to leadership, teachers, and support staff throughout the year.

PD Opportunity 1

Cultural training will be provided to improve the interactions between teachers, students, and families

Facilitator

Office of Professional Standards

Participants

all faculty members

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

G2. If teachers utilize data to effectively plan for and implement grade level tiered instruction in whole group and small group settings then student achievement will increase in all academic content areas.

G2.B1 A significant amount of students are performing below grade level.

G2.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

Eden Payton

Participants

All teachers

Schedule

Weekly, from 9/5/2016 to 6/2/2017

G2.B1.S2 Teachers will increase their understanding of the content and pedagogical strategies.

PD Opportunity 1

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

Facilitator

Sunshine Fulton, Eden Payton, admin

Participants

All teachers

Schedule

Weekly, from 9/5/2016 to 6/2/2017

G2.B2 The is a need to increase teacher efficacy in delivering effective instructional strategies.

G2.B2.S1 Utilize district ELA Specialist and Reading Coach to train teachers and monitor the fidelity of implementation in classrooms.

PD Opportunity 1

Teachers will plan lessons with the end in mind, they will receive and provide instructional feedback based on lessons that are created

Facilitator

Reading Coach and ELA District Specialist

Participants

All Teachers

Schedule

Monthly, from 9/26/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Cultural training will be provided to improve the interactions between teachers, students, and families				$0.00
2	G1.B1.S2.A1	Provide training on Second Step and other proactive behavior intervention strategies				$0.00
3	G1.B2.S1.A1	Complete classroom visits that focus on student interactions with each other and the adults.				$0.00
4	G2.B1.S1.A1	Teachers will analyze their data to identify student groups.				$0.00
5	G2.B1.S2.A1	Provide professional development that focuses on the depth of the standards.				$0.00
6	G2.B2.S1.A1	Teachers will plan lessons with the end in mind, they will receive and provide instructional feedback based on lessons that are created				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0981 - Timucuan Elementary School	Title I, Part A	537.0	$0.00
			Notes: Notes			
7	G2.B3.S1.A1	bi-weekly attendance incentives				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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