

Duval County Public Schools

# Timucuan Elementary School



2020-21 Schoolwide Improvement Plan

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# Timucuan Elementary School

5429 110TH ST, Jacksonville, FL 32244

<http://www.duvalschools.org/timucuan>

## Demographics

**Principal: Contrina Bolden**

Start Date for this Principal: 12/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (42%) 2016-17: C (42%) 2015-16: D (33%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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# Timucuan Elementary School

5429 110TH ST, Jacksonville, FL 32244

<http://www.duvalschools.org/timucuan>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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 Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Brown, Kimberly	Principal	Share a common vision for data driven and standards-based instruction, manage the daily operations of the school, ensure the safety of all faculty, staff, and students, foster a school climate that supports both student and staff success, and monitor student achievement.
Smith, Jada	Assistant Principal	Assist the Principal in leading and implementing a cohesive educational program. Assist the Principal in Sharing a common vision for data driven and standards-based instruction, managing the daily operations of the school, ensuring the safety of all faculty, staff, and students, fostering a school climate that supports both student and staff success, and monitoring student achievement.
Payton, Eden	Instructional Coach	Duties include assessing reading achievement progress; provide professional development and coaching for teachers and building personnel.
Kohn, Dwyane	Teacher, K-12	Duties include assessing Math achievement progress; provide professional development for teachers and intensive small group instruction for targeted students.
Hall, Jerrica	Teacher, K-12	Duties include assessing reading achievement progress; provide professional development support for teachers and intensive small group instruction for targeted students.

### Demographic Information

**Principal start date**

Sunday 12/1/2019, Contrina Bolden

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

1

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

6

**Total number of teacher positions allocated to the school**

27

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (42%) 2016-17: C (42%) 2015-16: D (33%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	



<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	66	81	80	66	70	0	0	0	0	0	0	0	437
Attendance below 90 percent	27	21	17	29	27	22	0	0	0	0	0	0	0	143
One or more suspensions	7	5	0	6	12	10	0	0	0	0	0	0	0	40
Course failure in ELA	0	1	0	2	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	2	3	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	7	19	20	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	6	18	25	0	0	0	0	0	0	0	49

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

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

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Tuesday 7/7/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	95	95	63	73	67	0	0	0	0	0	0	0	476
Attendance below 90 percent	37	44	22	44	26	34	0	0	0	0	0	0	0	207
One or more suspensions	1	1	3	6	16	12	0	0	0	0	0	0	0	39
Course failure in ELA or Math	5	3	3	5	0	0	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	57	66	72	0	0	0	0	0	0	0	195

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	36	57	60	59	66	72	0	0	0	0	0	0	0	350

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	2	2	1	9	5	3	0	0	0	0	0	0	0	22

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	95	95	63	73	67	0	0	0	0	0	0	0	476
Attendance below 90 percent	37	44	22	44	26	34	0	0	0	0	0	0	0	207
One or more suspensions	1	1	3	6	16	12	0	0	0	0	0	0	0	39
Course failure in ELA or Math	5	3	3	5	0	0	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	57	66	72	0	0	0	0	0	0	0	195

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	36	57	60	59	66	72	0	0	0	0	0	0	0	350

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	2	2	1	9	5	3	0	0	0	0	0	0	0	22

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	50%	57%	33%	49%	55%
ELA Learning Gains	46%	56%	58%	57%	56%	57%
ELA Lowest 25th Percentile	48%	50%	53%	59%	54%	52%
Math Achievement	29%	62%	63%	38%	62%	61%
Math Learning Gains	36%	63%	62%	38%	63%	61%
Math Lowest 25th Percentile	42%	52%	51%	33%	54%	51%
Science Achievement	21%	48%	53%	35%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	51%	-19%	58%	-26%
	2018	18%	50%	-32%	57%	-39%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	32%	52%	-20%	58%	-26%
	2018	21%	49%	-28%	56%	-35%
Same Grade Comparison		11%				
Cohort Comparison		14%				
05	2019	30%	50%	-20%	56%	-26%
	2018	38%	51%	-13%	55%	-17%
Same Grade Comparison		-8%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	61%	-34%	62%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	31%	59%	-28%	62%	-31%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	30%	64%	-34%	64%	-34%
	2018	35%	60%	-25%	62%	-27%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				
05	2019	21%	57%	-36%	60%	-39%
	2018	38%	61%	-23%	61%	-23%
Same Grade Comparison		-17%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	49%	-27%	53%	-31%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		-32%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	29	40	18	29	27	17				
ELL	27	40		13	45						
BLK	26	41	47	27	37	40	14				
HSP	36	53		28	39						
WHT	44	56		33	30		36				
FRL	26	44	56	25	34	41	20				

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	37		12	25	30					
BLK	18	39	55	30	40	43	45				
HSP	36	43		50	64						
MUL	36	40		45	30						
WHT	33	24		35	41		75				
FRL	23	36	55	31	43	40	57				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	59	60	27	33						
ELL	9										
BLK	25	48	62	31	37	42	24				
HSP	36	67		44	32		43				
MUL	26	55		31							
WHT	45	69		48	44		59				
FRL	32	57	65	36	37	26	39				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

**English Language Learners**

Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was Science achievement. The data reflects a 37% drop with 21% of the students meeting the lowest expected performance level. The factors that contributed to the decrease include lack of standards based planning at a higher level of rigor and teacher pedagogy, lack of aligning tasks and assessments to the standards, and the lack of small group remediation.

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

The data component that showed the greatest decline was also Science. The data reflects a 38% drop. The factors that contributed to the decrease include lack of standards based planning at a higher level of rigor and teacher pedagogy, lack of aligning tasks and assessments to the standards, and lack of small group remediation..

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component with the greatest gap was math achievement. There was a 34% difference. The factors that contributed to this gap include lack of standards based planning, lack of teacher pedagogy, and lack of small group remediation.

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

The data component that showed the most improvement was ELA learning gains. There was a 10% increase. The actions that were taken in this area include push-in support from reading coach and interventionist, additional supplemental materials purchased and utilized, and scheduling that allowed for additional small group reading time.

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

Based on the EWS data, the potential areas of concern include the number of level 1 students on the statewide assessments(195) and the percentage of students below 90 percent attendance(207).

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

1. Science Achievement
2. Math Achievement
3. Math Gains
4. SWD Achievement and gains
5. EWS with 2 or more indicators

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Math achievement is vital to students success beyond the school's walls. It is essentially a part of everyday life. It has been identified as an area of focus because it showed the greatest decline from the previous school year.

**Measurable Outcome:** If teachers are consistently utilizing data to drive effective differentiated instructional practices aligned to standards at the level of cognitive complexity and connect real world life experiences that are aligned to the standards then math achievement will increase to 40%.

**Person responsible for monitoring outcome:** Kimberly Brown (brownk1@duvalschools.org)

**Evidence-based Strategy:** -Weekly professional learning focused on standards based planning which includes but not limited to standards based walk-throughs, aligning assessments/assignments to standards, analyzing student work to ensure it matches the level of cognitive complexity, and developing rubrics.

**Rationale for Evidence-based Strategy:** -If teachers participate in weekly professional learning that focuses on standards based instruction and aligning activities and assessments to standards while also allowing students to engage in real world scenarios and opportunities through field experiences then student achievement will increase. Progress monitoring data will be used from the following assessments: iReady Achieve 3000, FCIM assessments, Acaletics Scrimmages, and PMAs. The effectiveness will be monitored through informal and formal observations, data analysis, teacher feedback and follow through on professional learning provided.

**Action Steps to Implement**

Teachers will participate in weekly standards based planning and walkthroughs using the standards based protocol organized and facilitated by the math interventionists, administration, and district math specialist

**Person Responsible** Qiana Smith (smithq@duvalschools.org)

Teachers will use student work analysis protocol to analyze math student work, ensure alignment, and make adjustments to instruction with the support of the math interventionists, administration, and district math specialist

**Person Responsible** Qiana Smith (smithq@duvalschools.org)

Administrators will continuously observe math instruction and provide feedback through informal and formal observations

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Teachers and administration will allow real world math scenarios and opportunities through field-trip experiences

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Math Interventionists and assigned paraprofessionals will provide intensive standards-based small group instruction for targeted students.



**Person Responsible** Dwyane Kohn (kohnd@duvalschools.org)

Conduct frequent and ongoing data chats with teachers, parents, and students. Analyze and track data from common assessments to identify strengths and weaknesses. The data will be used to guide instruction, students will use data to set and monitor their goals to increase math achievement. Parent Liaison will support parent data nights to ensure parents understand where their child is and how to help support them with math at home.

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Reading Achievement was 32% on the English Language Arts (ELA) component of the FSA in 2019. Although this is an increase from the previous year, the goal was not met. Less than 41% of student subgroups scored at or above proficiency on the 2019 FSA for ELA. Increasing reading achievement and closing the achievement gap will affect all subject areas and increase overall student achievement.

**Measurable Outcome:** If teachers are consistently utilizing data to drive effective differentiated instructional practices aligned with standards and implementing intervention programs with fidelity, then Reading Achievement will increase to at least 40%.

**Person responsible for monitoring outcome:** Jada Smith (smithj6@duvalschools.org)

**Evidence-based Strategy:** Provide weekly professional learning focused on standards-based planning which includes, but not limited to, the KUD method (Know, Understand and Do) standards-based walk-throughs with immediate feedback, aligning assessments/assignments to standards, analyzing student data along with student work providing feedback, and monitoring student progress. Continuous utilization and monitoring of Learning for Life, Reading Mastery, Corrective Reading, and Leveled Literacy Intervention groups. A laser-eye focus will be placed on small group instruction implementing researched-based strategies.

**Rationale for Evidence-based Strategy:** If teachers participate in ELA standards-based planning and implement ELA strategies focused on differentiating instruction with fidelity, then student achievement in ELA will increase. Monitoring instructional delivery and standards-based alignment with continuous feedback will provide teachers an opportunity to embed strategies in order to improve students' academic performance.

**Action Steps to Implement**

Teachers will actively participate in weekly standards-based planning focused on building content knowledge and differentiating instruction in ELA with the support of the Reading Coach, Reading Interventionist, and District Specialist

**Person Responsible** Eden Payton (paytone1@duvalschools.org)

Frequent learning walk-through observations focused on standards based instruction with feedback from administration, reading coach, and district specialist.

**Person Responsible** Jada Smith (smithj6@duvalschools.org)

Reading coach will facilitate coaching cycles and differentiate support for teachers regarding instructional best practices along with supporting ELA small group instruction as needed.

**Person Responsible** Eden Payton (paytone1@duvalschools.org)

Provide all students with engaging opportunities through reading high-interest, complex texts to apply skills, concepts, and strategies learned during classroom instruction (virtually and face to face) so stamina and comprehension will increase.

**Person Responsible** Jada Smith (smithj6@duvalschools.org)

Reading Interventionist and assigned paraprofessionals will provide intensive standards-based small group instruction for targeted students.

**Person Responsible** Jerrica Hall (hallj@duvalschools.org)

Media Specialist will integrate reading standards into daily lessons, provide opportunities for students to read and discuss books through interactive reading experiences.

**Person Responsible** Jada Smith (smithj6@duvalschools.org)

Conduct frequent and ongoing data chats with teachers and students. Analyze and track data from common assessments to identify strengths and weaknesses. The data will be used to guide instruction, students will use data to set and monitor their goals to increase reading achievement. Parent Liaison will support parent data nights to ensure parents understand where their child is and how to help support them with reading at home.

**Person Responsible** Jada Smith (smithj6@duvalschools.org)

**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the Standards Based Walk-through Dashboard Data student task alignment rates at a 0.4 out of 2.0, FSA alignment a 0.6 out of 2.0, and the Learning Arc a 0.5 out of 2.0 which displays a great concern with standards based aligned instruction. 30% of the students also reported on the 5 essentials survey that their class only challenges them once in a while.

**Measurable Outcome:** 100% of our core content teachers will participate in successful standards-based instruction planning procedures.

**Person responsible for monitoring outcome:** Kimberly Brown (brownk1@duvalschools.org)

**Evidence-based Strategy:** Students are exposed to standards aligned instruction, tasks, and assessments.

**Rationale for Evidence-based Strategy:** As evidenced on the state assessment data and during the Bureau of School Improvement Summer Institute when students are exposed and engaged in standards based instruction they are successful on national, state, and district assessments. Students are also able to close achievement gaps when expectations are set on grade level.

**Action Steps to Implement**

Teachers will participate in weekly standards based planning and walk-through using the standards based protocol organized and facilitated by the instructional coach, interventionists, administration, and district.

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Teachers will use student work analysis protocol to analyze student work, ensure alignment, and make adjustments to instruction with the support of the instructional coach, interventionists, administration, and district.

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Administrators, Instructional Coaches, and District support staff will continuously observe instruction and provide feedback through standards based walk-through tool, informal and formal observations.

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

**#4. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Science is all around us and students need to know and understand the things happening around them. Science was selected as an area of focus because it showed the lowest performance from the previous school year.

**Measurable Outcome:** -If teachers are consistently utilizing data to drive effective differentiated instructional practices aligned to standards at the level of cognitive complexity and connect real-world life experiences that align with standards then science achievement will increase to 50%.

**Person responsible for monitoring outcome:** Kimberly Brown (brownk1@duvalschools.org)

**Evidence-based Strategy:** -Biweekly professional learning focused on standards based planning which includes but not limited to standards based walk throughs, aligning assessments/assignments to standards, developing remediation activities, and analyzing student work to determine misconceptions.

**Rationale for Evidence-based Strategy:** If teachers participate in professional learning that focuses on standards based instruction and allows opportunities through field-trip experiences to connect real world then student achievement will increase. The progress monitoring tools used include: iReady, Achieve 3000, FCIM assessments and PMAs. The effectiveness will be monitored through informal and formal observations, data analysis, teacher follow through and feedback on professional learning provided.

**Action Steps to Implement**

Teachers will participate in weekly standards based science planning and learning walks using standards based planning protocol with the support of administration and district specialist

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Teachers will use student work analysis protocol to analyze science student work, ensure alignment, and make adjustments to instruction

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Administrators will continuously observe and provide feedback through informal and formal observations

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Teachers and administrators will allow real world science exploration and opportunities through field trip experiences

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

Conduct frequent and ongoing data chats with teachers and students. Analyze and track data from common assessments to identify strengths and weaknesses. The data will be used to guide instruction, students will use data to set and monitor their goals to increase Science achievement. Parent Liaison will support parent data nights to ensure parents understand where their child is and how to help support them with Science at home.

**Person Responsible** Kimberly Brown (brownk1@duvalschools.org)

**#5. Culture & Environment specifically relating to School Safety**

**Area of Focus**  
**Description and Rationale:** The results of last year's 5 Essentials Survey revealed that over half of the students felt unsafe. Students learn best in a safe, positive learning environment, therefore effective safety protocols need to be evident on a daily basis.

**Measurable Outcome:** If all stakeholders followed and implemented school safety procedures, then students will feel safe and thrive, as evidenced by the increased % on safety surveys

**Person responsible for monitoring outcome:** Jada Smith (smithj6@duvalschools.org)

**Evidence-based Strategy:** Positive Behavior Implementation Strategies (PBIS) and School Safety Teams will meet monthly to review safety protocols and discuss effectiveness, making adjustments as needed.

**Rationale for Evidence-based Strategy:** Student safety is a major concern according to the 5 Essentials survey. In order to address school safety, safety procedures that have been established will be carried out with fidelity and a sense of urgency. Identified school safety teams must review and address protocols that may require additional resources and materials to enhance those safety procedures.

**Action Steps to Implement**

Clear safety expectations for all parties need to be effectively communicated with all stakeholders.

**Person Responsible** Jada Smith (smithj6@duvalschools.org)

Minutes from monthly meeting and other results from surveys will be shared with all stakeholders for input and review.

**Person Responsible** Jada Smith (smithj6@duvalschools.org)

Encourage continued implementation of morning meetings, calm classroom, and community building circles to promote a positive school/classroom climate by fostering learning environments that are safe and conducive for learning.

**Person Responsible** Jada Smith (smithj6@duvalschools.org)

Utilize dedicated Safety Patrols and sponsors to ensure school safety protocols are followed. The Safety Patrols will exemplify CHAMPs' expectations at all times and become model school citizens, reassuring students feel safer than previous years.

**Person Responsible** Eden Payton (paytone1@duvalschools.org)

**Additional Schoolwide Improvement Priorities**

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

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## Part IV: Positive Culture & Environment

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

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

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

Timucuan Elementary hosts a variety of events and meetings to ensure all stakeholders have the opportunity to become involved with the school. We host monthly parent involvement activities that allow families to learn more about supporting their students at home and gain an insight to their child's educational experience. Monthly School Advisory Council (SAC) meetings are held to allow stakeholders' input and involvement with school improvement and other activities. During these meetings, parents and stakeholders receive monthly updates regarding school improvement efforts.

Parents, families, and other community stakeholders are encouraged to connect with our Instagram, Facebook, and Class Dojo. Families are also encouraged to attend other events such as field trips, Book Fair, and musical performances. Parents will receive daily academic and behavior progress through Class Dojo, communication folders, or Focus.

Currently our attendance data reflects that over 140 students did not meet the 90% attendance rate. In order to increase our daily attendance average the following strategies will be utilized: Weekly announcement of students with perfect attendance, students receive an opportunity to shop from the treat cart bi-weekly, class celebration for monthly highest average rate, and contacting the attendance truancy officer when students have excessive absences.

Finally, we utilize the 5 Essentials survey data to aid in building a positive school culture and environment. Each year, teachers, parents, and students take the 5 Essentials survey. After the survey is completed, we analyze the data to determine areas of improvement and meet with stakeholders to determine how low performing areas on the survey can be improved.

**Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$90,558.43</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0981 - Timucuan Elementary School	UniSIG	1.0	\$65,181.67
			Notes: *Math Interventionist - This line item will be used to work with our 3rd - 5th grade levels in our school. Specifically, the Lowest Performing Quartile students in these grade			

			<p><i>level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students for small group instruction. This position's qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support position that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identified students will receive assistance in reaching proficient common core skills. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%)</i></p>			
	5100	369-Technology-Related Rentals	0981 - Timucuan Elementary School	UniSIG		\$925.50
			<p><i>Notes: Study Island - This line item will be used with students in 3rd - 5th grade. In order to continue the program usage with our students additional licenses are needed with a Start date from September 2020 through August 2021. The other licenses will be continued from January 2021 to August 2021. These licenses will be used to support intervention and closing achievement gaps. Please see the attached quote.</i></p>			
	5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG		\$6,518.17
			<p><i>Notes: Math Interventionist Benefits Retirement at 10.00%</i></p>			
	5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG		\$4,986.40
			<p><i>Notes: Math Interventionist Benefits Social Security at 7.65%</i></p>			
	5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG		\$11,432.87
			<p><i>Notes: Math Interventionist Benefits Group Health at 17.54%</i></p>			
	5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG		\$13.04
			<p><i>Notes: Math Interventionist Benefits Life Insurance at .02%</i></p>			
	5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG		\$612.71
			<p><i>Notes: Math Interventionist Benefits Workers Compensation at .94%</i></p>			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG		\$351.98
			<p><i>Notes: Math Interventionist Benefits Benefits Flex Medical at .54%</i></p>			
	5100	510-Supplies	0981 - Timucuan Elementary School	UniSIG		\$536.09
			<p><i>Notes: This line item will be used to support the school's request to purchase 10 Math Level C, D, and E Measuring Up workbooks, published by Mastery Education. The school intends to utilize this resource to support small group math instruction within multiple grade level classrooms and during tutoring sessions to provide remediation of essential foundational skills, as identified by progress monitoring data analysis.</i></p>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$74,816.34</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0981 - Timucuan Elementary School	UniSIG		\$925.50
			<p><i>Notes: Study Island - This line item will be used with students in 3rd - 5th grade. In order to continue the program usage with our students additional licenses are needed with a Start date from September 2020 through August 2021. The other licenses will be continued from January 2021 to August 2021. These licenses will be used to support intervention and closing achievement gaps. Please see the attached quote.</i></p>			



5100	150-Aides	0981 - Timucuan Elementary School	UniSIG	1.0	\$13,157.97
		<p><i>Notes: *General Paraprofessional - This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i></p>			
5100	120-Classroom Teachers	0981 - Timucuan Elementary School	UniSIG	1.0	\$36,755.37
		<p><i>Notes: *Reading Interventionist - The Reading Interventionist will be used to work with the Lowest Performing Quartile students in each grade level. The salary will be based on verified years of teaching experience. This content specific instructional support position will provide students the needed intervention on mastery of ELA/Reading Standards. This position will be funded by UniSIG (100%). This position's qualifications are: -Education - Bachelor's degree from an accredited college or university. Experience: -Three years of continuous teaching experience in reading. -Experience working with at-risk students. -Certifications &amp; Licenses: Florida Department of Education Certification in Elementary Education K-6</i></p>			
5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG		\$3,626.28
		<p><i>Notes: Reading Interventionist-Benefits Retirement at 10.00%</i></p>			
5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG		\$2,774.11
		<p><i>Notes: Reading Interventionist-Benefits Social Security at 7.65%</i></p>			
5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG		\$6,360.50
		<p><i>Notes: Reading Interventionist-Benefits Group Health at 17.54%</i></p>			
5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG		\$7.25
		<p><i>Notes: Reading Interventionist-Benefits Life Insurance at .02%</i></p>			
5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG		\$340.87
		<p><i>Notes: Reading Interventionist-Benefits Workers Compensation at .94%</i></p>			
5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG		\$195.82
		<p><i>Notes: Reading Interventionist-Benefits Benefits Flex Medical at .54%</i></p>			
5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG	0.0	\$1,315.68
		<p><i>Notes: General Paraprofessional -Benefits Retirement at 10.00%</i></p>			
5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG	0.0	\$1,006.49
		<p><i>Notes: General Paraprofessional -Benefits Social Security at 7.65%</i></p>			
5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG	0.0	\$5,921.86

			<i>Notes: General Paraprofessional -Benefits Group Health at 45.01%</i>			
5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG	0.0	\$7.89	
			<i>Notes: General Paraprofessional -Benefits Life Insurance at .06%</i>			
5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$123.68	
			<i>Notes: General Paraprofessional -Benefits Workers Compensation at .94%</i>			
5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$182.88	
			<i>Notes: General Paraprofessional -Benefits Benefits Flex Medical at 1.39%</i>			
5100	510-Supplies	0981 - Timucuan Elementary School	UniSIG		\$536.08	
			<i>Notes: This line item will be used to support the school's request to purchase 10 ELA Level C, D, and E Measuring Up workbooks, published by Mastery Education. The school intends to utilize this resource to support small group reading instruction within multiple grade level classrooms and during tutoring sessions to provide remediation of essential foundational reading skills requiring remediation, as identified by progress monitoring data analysis.</i>			
5100	510-Supplies	0981 - Timucuan Elementary School	UniSIG		\$1,578.11	
			<i>Notes: Supplies, paper, toner, pencils, composition books - These materials will be used during core instruction and small group instruction by all grade levels.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$25,245.84</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	0981 - Timucuan Elementary School	UniSIG	0.25	\$18,367.00
			<i>Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -Support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. Yes, this is the same employee that will serve during the 20-21 SY; This position was approved in the 19-20 UniSIG grant; This position is shared and split funded between Pinedale, Timucuan, and Highlands Middle.</i>			
	7300	210-Retirement	0981 - Timucuan Elementary School	UniSIG		\$1,836.70
			<i>Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%</i>			
	7300	220-Social Security	0981 - Timucuan Elementary School	UniSIG		\$1,405.07
			<i>Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%</i>			
	7300	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG		\$3,221.57

			<i>Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%</i>			
	7300	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG		\$3.67
			<i>Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%</i>			
	7300	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG		\$172.65
			<i>Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%</i>			
	7300	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG		\$99.18
			<i>Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%</i>			
	7300	330-Travel	0981 - Timucuan Elementary School	UniSIG		\$140.00
			<i>Notes: Supplemental Assistant Principal In County Travel</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$925.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0981 - Timucuan Elementary School	UniSIG		\$925.50
			<i>Notes: Study Island - This line item will be used with students in 3rd - 5th grade. In order to continue the program usage with our students additional licenses are needed with a Start date from September 2020 through August 2021. The other licenses will be continued from January 2021 to August 2021. These licenses will be used to support intervention and closing achievement gaps. Please see the attached quote.</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: School Safety</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$201,257.50</b>