

Duval County Public Schools

# Timucuan Elementary School



## 2019-20 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: 7/29/2019

<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>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 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%) 2014-15: C (42%)
<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>	

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

### School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

### 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

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	82%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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 and position title 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.
Smith, Qiana	Instructional Coach	Duties include assessing Math achievement progress; provide professional development and coaching for teachers and building personnel.

### 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	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

**FTE units allocated to school (total number of teacher units)**

26

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

Monday 7/29/2019

**Prior Year - As Reported**
**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

**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	
Attendance below 90 percent	37	41	25	40	37	38	0	0	0	0	0	0	0	218
One or more suspensions	1	2	2	9	20	3	0	0	0	0	0	0	0	37
Course failure in ELA or Math	4	6	4	6	3	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	82	79	63	0	0	0	0	0	0	0	224

**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	33	67	60	74	71	58	0	0	0	0	0	0	0	363

## 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	
Number of students enrolled	83 (0)	95 (0)	95 (0)	63 (0)	73 (0)	67 (0)	476 (0)
Attendance below 90 percent	37 ( )	44 ( )	22 ( )	44 ( )	26 ( )	34 ( )	207 (0)
One or more suspensions	1 ( )	1 (0)	3 (0)	6 (0)	16 (0)	12 (0)	39 (0)
Course failure in ELA or Math	5 ( )	3 (0)	3 (0)	5 (0)	0 (0)	0 (0)	16 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	57 (0)	66 (0)	72 (0)	195 (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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
	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				

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
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%	
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%	
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%	
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%	
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%	
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%	
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%	
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%	

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%	
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%	

## 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 factors that contributed to this year's decrease include lack of standards based planning, 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 is Mathematics. The factors that contributed to this decline include lack of standards based planning, lack of teacher pedagogy, 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. 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 ELA learning gains. The actions that were taken in this area include push-in support from reading coach and interventionist. Additional supplemental materials purchased and utilized. 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? (see Guidance tab for additional information)**

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

**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**

**Title** Science Achievement

**Rationale** This data component showed the lowest performance in the previous school year.

**State the measurable outcome the school plans to achieve** 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** Provide 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, and developing rubrics.  
If teachers participate in standards based planning and allow real world scenarios and opportunities through field experiences then student achievement will increase.

**Rationale for Evidence-based Strategy** Progress Monitoring: Progress Monitoring Assessments, iReady (Diagnostic and weekly performance reports), Achieve 3000 (Level Set and Lexile Growth), Baseline and Mid-Year assessments, and FCIM assessments

Effectiveness: Focus walk-throughs, data analysis, immediate feedback, consistent common planning, teacher feedback on PD provided.

### Action Step

**Description**

1. Teachers will participate in weekly standards based planning and walkthroughs using the standards based planning protocol
2. Teachers will have common language to build assessments, rubrics, and performance tasks.
3. Teachers will use student work analysis protocol to analyze student work, ensure alignment, and make adjustments to instruction
4. Administrators will continuously observe and provide feedback through informal and formal observations
5. Allow real-world scenarios and opportunities through field-trip experiences

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

#2	
<b>Title</b>	Math Achievement
<b>Rationale</b>	This data component showed the greatest decline from the previous school year.
<b>State the measurable outcome the school plans to achieve</b>	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%.
<b>Person responsible for monitoring outcome</b>	Kimberly Brown (brownk1@duvalschools.org)
<b>Evidence-based Strategy</b>	<p>Provide 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, and developing rubrics.</p> <p>If teachers participate in standards based planning and allow real world scenarios and opportunities through field experiences then student achievement will increase.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Progress Monitoring: Acaletics Assessments, Progress Monitoring Assessments, iReady (Diagnostic and weekly performance reports), Achieve 3000 (Level Set and Lexile Growth), Baseline and Mid-Year assessments, and FCIM assessments</p> <p>Effectiveness: Focus walk-throughs, data analysis, immediate feedback, consistent common planning, teacher feedback on PD provided.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will participate in weekly standards based planning and walkthroughs using the standards based planning protocol organized and facilitated by the math coach</li> <li>2. Teachers will have common language to build assessments, rubrics, and performance tasks.</li> <li>3. Teachers will use student work analysis protocol to analyze student work, ensure alignment, and make adjustments to instruction</li> <li>4. Administrators will continuously observe and provide feedback through informal and formal observations</li> <li>5. Allow real-world scenarios and opportunities through field-trip experiences</li> </ol>
<b>Person Responsible</b>	Kimberly Brown (brownk1@duvalschools.org)

#3	
<b>Title</b>	Learning Gains
<b>Rationale</b>	Learning gains in both ELA and Math showed a decrease from the previous school year.
<b>State the measurable outcome the school plans to achieve</b>	If teachers are consistently utilizing data to drive small group instruction and remediation in ELA and Math, then learning gains will increase in ELA and Math to 50%.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Teachers will participate in professional development opportunities to increase pedagogy on data analysis, small group instruction and remediation. If teachers utilize data to provide small group instruction and remediation to students then learning gains will increase.
<b>Rationale for Evidence-based Strategy</b>	Progress Monitoring: Corrective Reading Assessments, Acaletics assessments, Progress Monitoring Assessments, iReady (Diagnostic and weekly performance reports), Achieve 3000 (Level Set and Lexile Growth), Baseline and Mid-Year assessments, and FCIM assessments  Effectiveness: Focus walk-throughs, data analysis, immediate feedback, consistent common planning, teacher feedback on PD provided.
<b>Action Step</b>	
<b>Description</b>	1. Teachers will participate in professional development opportunities to increase pedagogy of data analysis with the support of the Reading and Math Coach 2. Teachers will participate in professional development opportunities to increase pedagogy of small group instruction and remediation 3. Teachers will participate in professional development opportunities to increase pedagogy of supplemental resources and materials (i.e. corrective reading, acaletics, etc) 4. Math and Reading interventionists will provide small group instruction 5. Paraprofessionals will work with bubble students in small group
<b>Person Responsible</b>	Kimberly Brown (brownk1@duvalschools.org)



#4	
<b>Title</b>	Reading Achievement
<b>Rationale</b>	Thought there was an increase in reading achievement the school is still identified as a lowest 300 school.
<b>State the measurable outcome the school plans to achieve</b>	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 Reading achievement will increase to 40%.
<b>Person responsible for monitoring outcome</b>	Jada Smith (smithj6@duvalschools.org)
<b>Evidence-based Strategy</b>	<p>Provide 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, and developing rubrics.</p> <p>If teachers participate in standards based planning and allow real world scenarios and opportunities through field experiences then student achievement will increase.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Progress Monitoring: Progress Monitoring Assessments, iReady (Diagnostic and weekly performance reports), Achieve 3000 (Level Set and Lexile Growth), Baseline and Mid-Year assessments, and FCIM assessments</p> <p>Effectiveness: Focus walk-throughs, data analysis, immediate feedback, consistent common planning, teacher feedback on PD provided.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will participate in weekly standards based planning and walkthroughs using the standards based planning protocol organized and facilitated by the reading coach</li> <li>2. Teachers will have common language to build assessments, rubrics, and performance tasks.</li> <li>3. Teachers will use student work analysis protocol to analyze student work, ensure alignment, and make adjustments to instruction</li> <li>4. Administrators will continuously observe and provide feedback through informal and formal observations</li> <li>5. Allow real-world scenarios and opportunities through field-trip experiences</li> <li>6. Reading Interventionist will provide daily small group instruction</li> <li>7. Media Specialists will integrate reading standards into daily lessons</li> </ol>
<b>Person Responsible</b>	Jada Smith (smithj6@duvalschools.org)

#5	
<b>Title</b>	Attendance
<b>Rationale</b>	34% of our student population attendance is below 90%.
<b>State the measurable outcome the school plans to achieve</b>	If we improve student attendance through positive based interventions, incentives, and supports then student attendance rate below 90% will decrease to 24%.
<b>Person responsible for monitoring outcome</b>	Jada Smith (smithj6@duvalschools.org)
<b>Evidence-based Strategy</b>	The School's Academic Leadership Team will conduct a book study of the "Teacher's Guide to Tackling Attendance Challenges" written by Jessica Sprick and Tricica Berg to identify probable causes for student absenteeism and identify specific strategies that have a proven track record for improving students motivation and self efficacy for attending school daily. In addition to conducting the book study, the leadership also plans to begin to provide monthly attendance incentives and interventions based on student attendance data
<b>Rationale for Evidence-based Strategy</b>	If students are provided monthly recognition and incentives for attending school then student attendance will increase.
	Progress Monitoring: Attendance data, parent communication log
	Effectiveness: Increase in monthly attendance rate
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Monitor attendance data weekly</li> <li>2. Celebrate student attendance monthly</li> <li>3. Develop interventions for parents when student attendance is low</li> <li>4. Parent Liaison support parents in understanding the importance of being to school and offering resources</li> <li>5. Conduct book study "Teacher's Guide to Tackling Attendance Challenges"</li> </ol>
<b>Person Responsible</b>	Jada Smith (smithj6@duvalschools.org)

#6	
<b>Title</b>	Improving Academic Rigor with Standards Based Instruction
<b>Rationale</b>	The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth
<b>State the measurable outcome the school plans to achieve</b>	With content specific support, we will see an increase in all subject areas. Learning gains should increase by 5-8%.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."
	<a href="https://www.jstor.org/stable/3699585?seq=1">https://www.jstor.org/stable/3699585?seq=1</a>
<b>Rationale for Evidence-based Strategy</b>	Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment;</li> <li>2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;</li> <li>3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills</li> </ol>

**Person Responsible** [no one identified]

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

The School's Academic Leadership Team will conduct a book study of the "Teacher's Guide to Tackling Attendance Challenges" written by Jessica Sprick and Tricica Berg to identify probable causes for student absenteeism and

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

To build a positive relationship with families, parents, and other stakeholders, the school schedules parent involvement activities throughout the school year. Parent workshops are held once a month. The workshops are designed to provide parents and families with training to align support at home with the strategies taught at school. Parents and families are also encourage to observe their child by coordinating opportunities to "shadow" their child, noting daily educational experiences and learning. Along with parent training and shadowing, parents meet with teachers to review the School Compact agreement during and 1st Quarter mandatory parent conference. Parents, guardians, and stakeholders are also encouraged to connect with our Twitter, Instagram and Facebook. Families and stakeholders are also encouraged to attend school functions such as musical performances, book fairs, as well as field trips. All of these activities work together to provide students and families with a well-balanced educational experience. Parents receive daily academic and behavioral progress through the use of student agendas, Class Dojo, communication folders, and the Focus grade portal. Parents and stakeholders are kept abreast of School Improvement efforts via School Advisory Council (SAC) meetings. During these meetings, parents receive updates regarding school improvement efforts in reading, writing, math, and science. This data is dis-aggregated by subject, grade level, and strategies to address areas of concern are presented.

### PFEP Link

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

**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.**

Timucuan Elementary ensures the social-emotional needs of all students are being met through several mediums: Guidance Counselor, District ISP, School Psychologist, and Mental Health therapist (located on campus). Teachers also provide Character Ed, Behavior Tools, and Sanford Harmony lessons; VE teachers pull smalls groups of students and provides additional Behavior Improvement Plan (BIP) strategies to teachers. The MTSS (Multiple Tier System of support) process addresses ongoing and severe discipline concerns; and district ESE Support Staff identify chronic issues to be addressed

through the Multidisciplinary Review Team. The District ESE Support Staff will also provide guidance and supplemental services to ensure the overall health and social development of students experiencing difficulty establishing healthy peer and adult relationships.

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

At Timucuan Elementary, all Kindergarten students are assessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed with FLKRS (STAR Early Literacy) and i-Ready. The data from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention (iii). Toward the end of the school year, we will invite Pre-K students to visit our Kindergarten classes to give upcoming kindergartners a preview of academic and behavioral expectations at the next level. Over the summer, "Transition to Kindergarten" bags are provided to each family to ensure families have reading, math, and writing materials to work with students during the summer to prevent summer loss. Fifth grade students transitioning to middle school begin working on middle school standards during the fourth nine weeks. In addition, these students are provided with an orientation at the feeder middle school during the last month of school. The orientation is facilitated by the elementary school guidance counselor along with the middle school guidance counselor and sixth grade administrator. By providing fifth grade students with an orientation, students become knowledgeable of middle school expectations, and students are able develop a healthy rapport with administrators and support staff. All of these measures allow students to make a successful transition to the next level.

**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.**

The School Improvement plan becomes the guiding document for the work of the school. The School's Leadership Team, with input from the building Instructional team, leads the faculty in the review of the data and develops an initial draft of the School Improvement Plan initializing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School finalizes the plan. The School's Leadership will regularly revise and update the plan as the students' needs change throughout the school year. The plan includes a formal review process which demonstrates how the school utilizes data to inform instruction and make mid-course adjustments as data is analyzed. Title I, Part A Services are provide to ensure students receive additional remediation through tutoring. interventionists. paraprofessionals, after-school programs and/or Saturday school. The district coordinates with title II and Title III in ensuring staff development needs are provided. Title I, Part D District receives funds to support the Educational Alternative Outreach Program. Services are coordinate through the district Drop-out Prevention Programs. Title II, District receives supplemental funds for improving basic educational programs. The district provides I-Ready and Achieve 3000 to integrate with instruction. The school also purchases additional supplemental programs (Study Island, Reflex, etc) to meet the needs of all students. In addition, professional development for I-Ready, Achieve 3000, and other supplemental programs will be provided. Supplemental Academic Instruction (SAI) funds will be coordinated with Title I funds to provide tutoring for Level 1 and Level 2 students. SAI funds will be used to pay teachers for Saturday School and/or tutoring.

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

To ensure the advancement of college and career awareness, Timucuan Elementary school hosts a career fair for students each year. Parents, families, and community leaders are invited to present

information centered on different careers. We partnered with members of the United States Navy to read and visit classrooms bi-weekly. Timucuan students also have the opportunity to participate in the Boys Scouts or Girl Scouts of America program.

## 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: Science Achievement</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0981 - Timucuan Elementary School			\$0.00
			<i>Notes: Explore Learning program to support remediation and tutoring. 1 Site License for targeted students for 1 year 1 professional development webinar</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math Achievement</b>				<b>\$58,193.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0981 - Timucuan Elementary School	UniSIG	0.9	\$42,300.00
			<i>Notes: Math Interventionist</i>			
	5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG	0.0	\$3,583.00
			<i>Notes: Math Interventionist Benefits Retirement 8.47%</i>			
	5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG	0.0	\$3,236.00
			<i>Notes: Math Interventionist Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG	0.0	\$7,826.00
			<i>Notes: Math Interventionist Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG	0.0	\$13.00
			<i>Notes: Math Interventionist Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$398.00
			<i>Notes: Math Interventionist Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$4.00
			<i>Notes: Math Interventionist Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$241.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$592.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			

3	III.A.	Areas of Focus: Learning Gains				\$106,004.59
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0981 - Timucuan Elementary School	UniSIG	0.0	\$2,612.00
			Notes: Study Island program to support remediation and tutoring 250 Site licenses for reading, math, and science \$ 2,612.00			
	5900	130-Other Certified Instructional Personnel	0981 - Timucuan Elementary School	UniSIG	0.5	\$22,808.00
			Notes: 1 Tutor @ 5 hours per day for 180 days (\$22,808)			
	5100	360-Rentals	0981 - Timucuan Elementary School	UniSIG	0.0	\$4,062.50
			Notes: Renaissance Accelerated Reader License 300 students (2,100), Star Reader License 250 students (1,212.50) (750) Platform license			
	5100	150-Aides	0981 - Timucuan Elementary School	UniSIG	2.0	\$30,060.00
			Notes: 2 Paraprofessionals			
	5900	210-Retirement	0981 - Timucuan Elementary School	UniSIG	0.0	\$1,829.00
			Notes: Tutor Benefits Retirement 8.47%			
	5900	220-Social Security	0981 - Timucuan Elementary School	UniSIG	0.0	\$1,652.00
			Notes: Tutor Benefits Social Security 7.65%			
	5900	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$203.00
			Notes: Tutor Benefits Workers Compensation .94%			
	5900	250-Unemployment Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$2.00
			Notes: Tutor Benefits Unemployment Compensation .01%			
	6400	310-Professional and Technical Services	0981 - Timucuan Elementary School	UniSIG	0.0	\$3,206.50
			Notes: Reading Endorsement PD			
	5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG	0.0	\$2,546.00
			Notes: 2 Paraprofessional Benefits Retirement 8.47%			
	5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG	0.0	\$2,300.00
			Notes: 2 Paraprofessional Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG	0.0	\$13,807.00
			Notes: 2 Paraprofessional Benefits Health and Hospitalization 45.93%			
	5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG	0.0	\$9.00
			Notes: 2 Paraprofessional Benefits Life Insurance .03%			



	5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$283.00
			<i>Notes: 2 Paraprofessional Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$3.00
			<i>Notes: 2 Paraprofessional Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$171.00
			<i>Notes: 2 Paraprofessional Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$42.00
			<i>Notes: 2 Paraprofessional Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	510-Supplies	0981 - Timucuan Elementary School	UniSIG	0.0	\$15,048.00
			<i>Notes: Paper, pens, pencils, ink cartridges, folders, binders, memo pads,</i>			
	6400	369-Technology-Related Rentals	0981 - Timucuan Elementary School	UniSIG	0.0	\$2,500.00
			<i>Notes: Study Island program to support remediation and tutoring Professional development for teachers and administrators on program \$2,500</i>			
	6400	310-Professional and Technical Services	0981 - Timucuan Elementary School	UniSIG	0.0	\$1,200.00
			<i>Notes: Renaissance Accelerated Reader License 300 students 4 hours of coaching/training</i>			
	5100	510-Supplies	0981 - Timucuan Elementary School	UniSIG		\$1,660.59
			<i>Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc)</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Reading Achievement</b>				<b>\$58,193.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0981 - Timucuan Elementary School	UniSIG	1.0	\$42,300.00
			<i>Notes: Reading Interventionists</i>			
	5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG	0.0	\$3,583.00
			<i>Notes: Reading Interventionists Benefits Retirement 8.47%</i>			
	5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG	0.0	\$3,236.00
			<i>Notes: Reading Interventionists Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG	0.0	\$7,826.00
			<i>Notes: Reading Interventionists Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG	0.0	\$13.00
			<i>Notes: Reading Interventionists Benefits Life Insurance .03%</i>			



	5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$398.00
			Notes: Reading Interventionists Benefits Workers Compensation .94%			
	5100	250-Unemployment Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$4.00
			Notes: Reading Interventionists Benefits Unemployment Compensation .01%			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$241.00
			Notes: Reading Interventionists Benefits Other Employee Benefits Flex Medical .57%			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$592.00
			Notes: Reading Interventionists Benefits Other Employee Benefits Leave 1.4%			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Attendance</b>				<b>\$137.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	500-Materials and Supplies	0981 - Timucuan Elementary School	UniSIG		\$137.00
			Notes: to support the purchase of 6 copies of the Teacher's Guide to Tackling Attendance Challenges by Jessica Sprick and Tricia Berg @ \$21.26 per copy + estimated Shipping and handling for Academic leads PLC to address student attendance.			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Improving Academic Rigor with Standards Based Instruction</b>				<b>\$48,402.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	0981 - Timucuan Elementary School	UniSIG	0.5	\$35,000.00
			Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.			
	7300	210-Retirement	0981 - Timucuan Elementary School	UniSIG	0.0	\$2,965.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%			
	7300	220-Social Security	0981 - Timucuan Elementary School	UniSIG	0.0	\$2,678.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG	0.0	\$6,475.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG	0.0	\$11.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$329.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%			
	7300	250-Unemployment Compensation	0981 - Timucuan Elementary School	UniSIG	0.0	\$4.00

			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$200.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG	0.0	\$490.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	0981 - Timucuan Elementary School	UniSIG	0.0	\$250.00
			<i>Notes: Travel In County Assistant Principal</i>			
<b>Total:</b>						<b>\$285,912.00</b>