

Duval County Public Schools

Timucuan Elementary School



2021-22 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: 11/21/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: D (36%) 2017-18: C (42%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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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5429 110TH ST, Jacksonville, FL 32244

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>84%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	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	Position 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.
Hall, Jerrica	Other	Duties include assessing reading achievement progress; provide professional development support for teachers and intensive small group instruction for targeted students.
Kohn, Dwyane	Other	Duties include assessing Math achievement progress; provide professional development for teachers and intensive small group instruction for targeted students.
Payton, Eden	Reading Coach	Duties include assessing reading achievement progress; provide professional development and coaching for teachers and building personnel.
Toston, Paula	Other	Duties include assessing Math achievement progress; provide professional development for teachers and intensive small group instruction for targeted students.

Demographic Information

Principal start date

Wednesday 11/21/2018, 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.*

3

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.*

3

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

445

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	71	70	75	74	69	0	0	0	0	0	0	0	433
Attendance below 90 percent	41	39	34	40	37	26	0	0	0	0	0	0	0	217
One or more suspensions	0	3	0	0	4	5	0	0	0	0	0	0	0	12
Course failure in ELA	2	2	2	27	4	3	0	0	0	0	0	0	0	40
Course failure in Math	2	0	2	3	3	3	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	19	20	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	18	25	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	0	4	22	33	25	34	0	0	0	0	0	0	0	118

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	73	71	70	74	74	69	0	0	0	0	0	0	0	431

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	3	2	3	27	4	4	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	1	1	0	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - 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	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	

2020-21 - 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	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	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	50%	57%	25%	50%	56%
ELA Learning Gains				46%	56%	58%	36%	51%	55%
ELA Lowest 25th Percentile				48%	50%	53%	56%	46%	48%
Math Achievement				29%	62%	63%	35%	61%	62%
Math Learning Gains				36%	63%	62%	43%	59%	59%
Math Lowest 25th Percentile				42%	52%	51%	39%	48%	47%
Science Achievement				21%	48%	53%	58%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	32%	51%	-19%	58%	-26%
Cohort Comparison						
04	2021					
	2019	32%	52%	-20%	58%	-26%
Cohort Comparison		-32%				
05	2021					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	61%	-34%	62%	-35%
Cohort Comparison						
04	2021					
	2019	30%	64%	-34%	64%	-34%
Cohort Comparison		-27%				
05	2021					
	2019	21%	57%	-36%	60%	-39%
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	22%	49%	-27%	53%	-31%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading and Math Diagnostic; PMAs ELA, Math & Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/13%	18/28%	21/30%
	Economically Disadvantaged	6/11%	12/23%	17/30%
	Students With Disabilities	1/13%	0/0%	0/0%
	English Language Learners	1/25%	2/50%	2/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/11%	16/25%	20/29%
	Economically Disadvantaged	5/9%	12/24%	16/28%
	Students With Disabilities	1/13%	1/17%	0/0%
	English Language Learners	1/25%	2/50%	2/50%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/14%	11/17%	21/30%
	Economically Disadvantaged	6/11%	9/18%	16/31%
	Students With Disabilities	0/0%	0/0%	4/27%
	English Language Learners	3/43%	0/0%	4/67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/8%	16/25%	23/33%
	Economically Disadvantaged	3/6%	12/24%	18/35%
	Students With Disabilities	2/13%	3/20%	4/27%
	English Language Learners	0/0%	1/17%	3/50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/19%	17/20%	16/22%
	Economically Disadvantaged	11/17%	10/15%	11/17%
	Students With Disabilities	1/5%	0/0%	1/5%
	English Language Learners	0/0%	0/0%	2/40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26/35%	23/28%	26/35%
	Economically Disadvantaged	16/27%	15/23%	18/29%
	Students With Disabilities	5/25%	2/8%	3/14%
	English Language Learners	0/0%	1/17%	1/20%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/17%	27/38%	18/26%
	Economically Disadvantaged	9/17%	23/40%	16/29%
	Students With Disabilities	1/7%	5/28%	2/14%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/24%	16/22%	15/24%
	Economically Disadvantaged	16/28%	14/25%	13/25%
	Students With Disabilities	2/11%	4/22%	2/14%
	English Language Learners	0/0%	1/11%	1/10%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/37%	23/38%	24/40%
	Economically Disadvantaged	19/38%	19/37%	20/40%
	Students With Disabilities	2/12%	2/12%	1/7%
	English Language Learners	2/33%	2/29%	3/43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/25%	12/20%	16/28%
	Economically Disadvantaged	12/24%	10/20%	14/29%
	Students With Disabilities	2/11%	1/6%	1/7%
	English Language Learners	2/33%	1/14%	1/14%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	23/39%	21/34%	18/31%
	Economically Disadvantaged	21/41%	19/37%	16/33%
	Students With Disabilities	6/33%	3/18%	2/13%
	English Language Learners	4/67%	1/14%	1/14%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	48		21	55		21				
ELL	14			32							
BLK	20	45	70	34	50		9				
HSP	24	60		30	60		40				
WHT	40	36		37	50		46				
FRL	24	51	73	33	56	58	29				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	39
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	38
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	47
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	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our "Students with Disabilities" showed no growth across all grade levels and content areas. Our "Economically Disadvantaged Students" showed progress from Fall to Spring assessments in all content areas. All students subgroup in ELA grew from Fall to Spring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that showed the greatest need for improvement based on the 2019 state assessment was Science achievement. The data reflects a 37% drop with 21% of the students meeting the lowest expected performance level. The data component that showed the greatest need for improvement based on progress monitoring was Math achievement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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. The actions that would need to be taken in this area include push-in support from instructional coach and interventionists, additional supplemental materials that align to standards, scheduling that allows for additional small group remediation with paraprofessional/tutor, before and/or after school tutoring with school leadership, and frequent instructional walk-throughs with immediate feedback.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement based on 2019 state assessments was ELA learning gains. There was a 10% increase. The data component that showed the most improvement based on progress monitoring data was math learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The actions that were taken in this area include push-in support from instructional coach, administration, and interventionists, additional supplemental materials were purchased and utilized, laser-focus on target students for additional small group during the school day, and weekend/before/after school tutoring.

What strategies will need to be implemented in order to accelerate learning?

Utilize data to form enrichment and remediation small groups. Laser-focus on target students for additional small group support during the school day. Instructional Coach and interventionists provide standards based weekly planning and push-in small group support to teachers. Frequent monitoring and immediate feedback from standards based walkthroughs. Frequent data chats with students, teachers, and instructional coach/interventionists.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly standards based lesson planning; Differentiated PLCs based on teacher needs; ESE teaching strategies shared with all instructional staff; Utilizing the EQUIP Protocol on analyzing student work and/assessments; Bi-weekly training on unpacking the standards using leaning arcs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Coaching support from the instructional coach and administrators; Before/After School Tutoring; Interventionists support working with Level 1 and Level 2 students; Weekly PLC time for all instructional staff.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: In 2020, Reading Achievement was 24%. Increasing reading achievement and focusing on 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 such as Reading Mastery, Corrective Reading, and LLI with fidelity and frequent progress monitoring, then Reading Achievement will increase to at least 50%.

Monitoring: Administration will conduct weekly standards-based walk-throughs and share the data with the instructional leadership team during weekly debriefs. Plans for support will be created for needs identified.

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

Evidence-based Strategy: Provide weekly professional learning focused on analyzing state standards and item specifications, reviewing standards-based walk-through data, aligning assessments/ assignments to standards, analyzing student data along with student work providing feedback, and monitoring student progress.

Rationale for Evidence-based Strategy: If teachers participate in ELA standards-based planning that is differentiated for their needs, and they implement those strategies learned with fidelity, then student achievement in ELA will increase. Additionally, 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 Instructional Leadership Team, and district support staff.

Person Responsible Eden Payton (paytone1@duvalschools.org)

Conduct frequent learning walk-through observations focused on standards-based instruction with timely feedback from Leadership Team.

Person Responsible Jada Smith (smithj6@duvalschools.org)

ELA Team to include Reading Coach, Reading Interventionist, part-time tutors, District Specialist, and assigned paraprofessionals will provide standards-based small group instruction for targeted students.

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.

Person Responsible Jada Smith (smithj6@duvalschools.org)

Provide before school tutoring two times a week for students with reading deficiencies.

Person Responsible Jada Smith (smithj6@duvalschools.org)

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

#2. 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. Math Achievement based on the 2020 FSA was 34 %.

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%.

Monitoring: Administrators will monitor through standards based walkthroughs; CAST Informal and Formal Observations, weekly assessment data, Acaletics scrimmage data, and progress monitoring assessments.

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 professional learning that focuses on standards based instruction, align assessments/activities to standards, analyze student data to determine misconceptions, develop remediation activities, and allows opportunities through field-trip experiences to connect real world then student achievement will increase.

Action Steps to Implement

Teachers will actively participate in weekly standards-based planning focused on building content knowledge and differentiating instruction in math with the support of the Instructional Leadership Team, and district support staff.

Person Responsible Paula Toston (tostonp@duvalschools.org)

Teachers will use student work analysis protocol to analyze math students work, ensure alignment to standards, and make adjustments to instructional delivery with the support of Instructional Support Team, and district support staff.

Person Responsible Paula Toston (tostonp@duvalschools.org)

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

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

Math interventionists and Instructional Support Team 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. Teachers and Instructional Support Team will use data to monitor and guide instructional delivery. Students will use data to set and monitor goals to increase math achievement. Parent Liaison will support parent data nights to ensure parents understand where their child is academically and how they can help support them with math at home.

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

Provide additional professional development/planning after school to teachers to support standards based aligned activities/assessments and instruction.

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

#3. 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%.

Monitoring: The effectiveness will be monitored through informal and formal observations, data analysis, teacher follow through and feedback on professional learning provided.

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, 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, align assessments/activities to standards, analyze student data to determine misconceptions, develop remediation activities, and allows opportunities through field-trip experiences to connect real world then student achievement will increase.

Action Steps to Implement

Teachers will use student work analysis protocol to analyze science students work, ensure alignment to standards, and make adjustments to instructional delivery with the support of Instructional Support Team, and district support staff.

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

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

Person Responsible Kimberly Brown (brownk1@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. Teachers and Instructional Support Team will use data to monitor and guide instructional delivery. Students will use data to set and monitor goals to increase math achievement. Parent Liaison will support parent data nights to ensure parents understand where their child is academically and how they can help support them with science at home.

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

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 as the instructional lead and support in 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 and 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.

Additional staff (Instructional Coaches, Interventionist, Social Studies Teacher, Media Specialist, and paraprofessional) to support class size, small group instruction, culture and climate, professional learning and behavior success towards increasing student achievement.

Supplemental Interventions and Curriculum (LLI and ACALETICS) to support core area curriculum and meet individualized student needs.

Measurable Outcome:

In ELA, Math, Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously.

Quarterly PMA and Penda benchmark goals

Assistant Principal:

Monitoring:

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."

<https://www.jstor.org/stable/3699585?seq=1>

Person responsible for monitoring outcome:

Kimberly Brown (brownk1@duvalschools.org)

Evidence-based Strategy:

Interventionists and Coaches (Reading and Math):

As stated in The impact of coaching on Teacher practice and Student Achievement (Foster, 2018), Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses

immediate problems of practice, and targets instructional practices with the intent of improving student learning. Interventionist, add to this strategy of support by pulling small groups for interventions with the use of literacy

programs like Leveled Literacy Intervention and math or science programs, ACALETICS.

<https://learningforward.org/wp-content/uploads/2018/08/theimpact-of-coaching-on-teacher-practice-and-student-achievement.pdf>

Social Studies Teacher

Adding additional faculty in the social sciences is an effort to reduce class size in the combination school environment and increase an opportunity for additional small groups in the CIVICS area. According to "The effectiveness of class size reduction" (Mathis, 2016), students that had been assigned to smaller classes were more likely to graduate in four years. The positive effect was twice as large for poor and minority students, and thus narrowed the achievement gap. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

A Paraprofessional will be funded to provide additional classroom support and more small group instruction.

A Dean will be funded to improve student engagement in the classroom and reduce classroom distractions.

A Media specialist is funded to support ELA standards during resource classes.

Rationale for Evidence-based Strategy:

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.

Action Steps to Implement

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;
2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
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

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on our 2020-2021 student attendance data our average attendance rate is 86.64%. 217 students missed 10% of school equivalent to 18 days or more.

Measurable Outcome: In order to ensure student achievement the student average daily attendance rate will increase by 5%. The number of students missing 10% of school will decrease by to 100 or less.

Monitoring: This area will be monitored weekly through Focus data reports with the support of the school counselor.

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

Evidence-based Strategy: In order to ensure our daily average attendance rate increases and the number of students missing more than 90% of school decreases weekly incentives will be provided to classes with 90% of its student population in attendance.

Rationale for Evidence-based Strategy: If we recognize students and classes with tangible and non-tangible incentives throughout the school year it will in turn encourage chronic absenteeism students to attend school.

Action Steps to Implement

Administration and Guidance will review the Focus attendance report weekly and provide an incentive to classes with 90% attendance.

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

Administration and Guidance will contact families of students who have 2 or more absences each week. Home visits will also be conducted when parents can not be reached via phone, email, or Dojo.

Person Responsible Jada Smith (smithj6@duvalschools.org)

Teachers will inform administration and guidance of any students who miss 3 or more days in a week.

Person Responsible Kimberly Brown (brownk1@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the 2019-2020 comparison data our ratings show we are greater than the state in our suspension rate (15.4) and our incident rate (3.65 per 100). In order to monitor the discipling and behavior there will be monthly PBIS meetings to review behavior data and share school-wide behavior strategies to decrease the amount of incidents. Strategies will be shared at ERD and via email monthly. Positive behavior incentives will be awarded to students for demonstrating correct behaviors.

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.

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, Twitter, School website, 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, or Focus.

The following activities will be held monthly in order to build a positive school culture and environment: Monthly Teacher appreciation week activities, incorporate kindness week throughout the school, monthly character traits and celebrate students of the month, quarterly award ceremonies for students, positive posts (posted on a board for all to see), positive referrals for both students and staff, and form a hospitality committee to comfort those in need and celebrate milestones.

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.

Referral data will be monitored monthly at the PBIS meeting to determine how to decrease the number of referrals inputted into the system. Behavioral strategies will be shared and students will more than 3 referrals will be referred to Full Service Schools and monitored using the MTSS process.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Hospitality Committee - Celebrations, Kindness Week

Administrators - Monthly Teacher Appreciation Week, Treat Cart, Game room, Quarterly Awards, Student of the month ceremony, incentive field trips, assigning teacher buddies

Positive Referrals - Faculty and Staff

Positive Posts - Faculty and Staff (Teacher Shout Outs)

PBIS Team - Drug Free Week, School wide Positive Behavior Plans

Guidance Counselor - College Week, Grief Counseling, Anger Management Counseling

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$89,206.22
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0981 - Timucuan Elementary School	UniSIG	1.0	\$65,261.70
			<i>Notes: Math Interventionist - This is not a new position. 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 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 & 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%). This position was approved using UniSIG funds last year.</i>			
	5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG		\$7,061.32
			<i>Notes: Math Interventionist Retirement at 10.82%</i>			
	5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG		\$4,992.52
			<i>Notes: Math Interventionist Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG		\$10,461.45
			<i>Notes: Math Interventionist Group Health at 16.03%</i>			
	5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG		\$13.05
			<i>Notes: Math Interventionist Group Life at 0.02%</i>			
	5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG		\$1,076.82
			<i>Notes: Math Interventionist Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG		\$339.36
			<i>Notes: Math Interventionist Flex Benefits at 0.52%</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$112,522.06
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	0981 - Timucuan Elementary School	UniSIG	0.25	\$37,026.00

			<p><i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional 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 instructional 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 The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded as follows.25 - Timucuan, .50 -Rutledge H Pearson, and .25 Highlands Middle.</i></p>			
	7300	210-Retirement	0981 - Timucuan Elementary School	UniSIG		\$4,006.21
			<p><i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i></p>			
	7300	220-Social Security	0981 - Timucuan Elementary School	UniSIG		\$2,832.49
			<p><i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i></p>			
	7300	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG		\$5,935.27
			<p><i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i></p>			
	7300	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG		\$7.41
			<p><i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i></p>			
	7300	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG		\$610.93
			<p><i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i></p>			
	7300	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG		\$192.58
			<p><i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i></p>			
	5100	120-Classroom Teachers	0981 - Timucuan Elementary School	UniSIG	1.0	\$42,128.10
			<p><i>Notes: Supplemental Third Grade Teacher - this line item is for a supplemental standard elementary classroom teaching position that is being requested to supplement the districts standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications & Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position will be funded 100% through UniSIG. This line item was approved using UniSIG funds last year.</i></p>			
	5100	210-Retirement	0981 - Timucuan Elementary School	UniSIG		\$4,558.26
			<p><i>Notes: Supplemental Third Grade Teacher Retirement at 10.82%</i></p>			
	5100	220-Social Security	0981 - Timucuan Elementary School	UniSIG		\$3,222.80
			<p><i>Notes: Supplemental Third Grade Teacher Social Security/Medicare at 7.65%</i></p>			

	5100	231-Health and Hospitalization	0981 - Timucuan Elementary School	UniSIG		\$6,753.13
			<i>Notes: Supplemental Third Grade Teacher Group Health at 16.03%</i>			
	5100	232-Life Insurance	0981 - Timucuan Elementary School	UniSIG		\$8.43
			<i>Notes: Supplemental Third Grade Teacher Group Life at 0.02%</i>			
	5100	240-Workers Compensation	0981 - Timucuan Elementary School	UniSIG		\$695.11
			<i>Notes: Supplemental Third Grade Teacher Worker Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	0981 - Timucuan Elementary School	UniSIG		\$219.07
			<i>Notes: Supplemental Third Grade Teacher Flex Benefits at 0.52%</i>			
	5100	510-Supplies	0981 - Timucuan Elementary School	UniSIG		\$2,338.27
			<i>Notes: Supplies, paper, pencils, composition books, glue sticks, staplers, post it notes, sheet protectors</i>			
	5100	310-Professional and Technical Services	0981 - Timucuan Elementary School	UniSIG		\$900.00
			<i>Notes: Substitute for Supplemental Third Grade Teacher: This line item is to ensure the Supplemental Third Grade Teacher has coverage for students when and if on leave.</i>			
	5100	519-Technology-Related Supplies	0981 - Timucuan Elementary School	UniSIG		\$1,088.00
			<i>Notes: Student Headsets 100 qty: This line item is needed for students to actively engage in blended learning programs.</i>			
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
					Total:	\$213,892.50