Timucuan Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Timucuan Elementary School

5429 110TH ST, Jacksonville, FL 32244

http://www.duvalschools.org/timucuan

Demographics

Principal: Contrina Bolden

Start Date for this Principal: 7/13/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: D (36%) 2017-18: 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	ATSI
* 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.

Table of Contents

Timucuan Elementary School

5429 110TH ST, Jacksonville, FL 32244

http://www.duvalschools.org/timucuan

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bolden, Contrina	Principal	The school principal is responsible for all aspects of the school. This includes instructional leadership, mentoring and preparing teacher leaders, planning and facilitating professional development, conducting teacher observations and evaluations, analyzing data, school safety, managing the budget and finance, and building family-community partnerships.
Smith, Jada	Assistant Principal	The assistant principal is responsible for assisting the principal with instructional leadership, planning and facilitating professional development, conducting teacher observations and evaluations, analyzing data, school safety, managing the budget and finance, and building family-community partnerships.

Demographic Information

Principal start date
Wednesday 7/13/2022, Contrina Bolden

Number of teachers with a 2022 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 2022 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

29

Total number of students enrolled at the school

462

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	72	76	54	92	57	61	0	0	0	0	0	0	0	412
Attendance below 90 percent	55	38	36	43	32	25	0	0	0	0	0	0	0	229
One or more suspensions	1	4	2	3	1	2	0	0	0	0	0	0	0	13
Course failure in ELA	0	4	1	17	0	0	0	0	0	0	0	0	0	22
Course failure in Math	0	4	1	2	0	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	23	27	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	6	21	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	63	42	9	23	30	0	0	0	0	0	0	0	167

Using the table above, complete the table below with the number of students by current grade level who have 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	1	4	6	12	30	0	0	0	0	0	0	0	53

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	1	17	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	1	1	4	0	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Tuesday 7/12/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	50%	56%				32%	50%	57%
ELA Learning Gains	57%						46%	56%	58%
ELA Lowest 25th Percentile	59%						48%	50%	53%
Math Achievement	48%	48%	50%				29%	62%	63%
Math Learning Gains	77%						36%	63%	62%
Math Lowest 25th Percentile	68%						42%	52%	51%
Science Achievement	29%	59%	59%				21%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	51%	-19%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	32%	52%	-20%	58%	-26%
Cohort Comparison		-32%				
05	2022					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-32%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	27%	61%	-34%	62%	-35%
Cohort Comparison		0%				
04	2022					
	2019	30%	64%	-34%	64%	-34%
Cohort Comparison		-27%				
05	2022					
	2019	21%	57%	-36%	60%	-39%
Cohort Comparison		-30%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	22%	49%	-27%	53%	-31%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	38		32	57	57	23				
ELL	14	53		32	67						
BLK	29	58	59	51	81	67	26				
HSP	21	46	50	28	62		13				
WHT	48	75		46	71						
FRL	31	57	65	46	75	68	31				

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						
WHT	44	56		33	30		36				
FRL	26	44	56	25	34	41	20				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
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	61
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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

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

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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

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

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

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The trends that emerge across grade levels is the number of students entering 3rd-5th grade as non-proficient readers.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The accountability area with the greatest need for improvement is ELA proficiency. Students entering grades 3 - 5 as non-proficient readers require our instructional focus at the beginning of the year geared toward phonics instruction versus strategies that would assist students in reading and understanding texts on their grade level.

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

One factor that contributed to this low proficiency include students lack phonological awareness and teacher limited knowledge of Standard-based instruction. Lack of knowledge around standards-based instruction, lack of knowledge around data driven decisions, monitoring plans not used to consistently to determine if interventions are successful. With the support of district personal for Title I schools for school-wide intervention Reading Intervention programs in Corrective Reading for 3rd - 5th, we are confident these areas will be reduced. In addition to Leveled Literacy Intervention (LLI) for targeted Reading needs. In 2nd - 5th, students will receive targeted reading support through guided reading centers and daily implementation of benchmark-based instruction. Unpacking benchmarks and planning daily small group instruction as it relates to targeted benchmarks. Secure subs for teachers to provide time for collaborative planning which will focus on data analysis and lesson planning. Students will receive practice with vocabulary strategies and reading comprehension through non-fiction articles on Achieve 3000 and other text. The use of district created standard-based problems of the day, standard mastery lesson with assessment and use Freckle. The guidance counselor along with a district social worker will make home visit, calls, and wellness checks for students with attendance issues. The new actions will be to also add a Reading and Math Interventionist, a Librarian, and a para to assist with math and reading skills to students struggling with literacy and number sense. In addition the interventionist and the tutor will work with students in small group to address student's deficiency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was the lower performing quartile students for math.

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

Actions that were taken in this area include constant monitoring of assessment data for students in the LPQ along with planning with teachers and making instructional shifts as needed to ensure that students are showing growth towards mastering mathematical content as it taught. Weekly observations with feedback concerning Acaletics instruction. Ensure teachers are knowledgeable of all resources at the beginning of the school year. Common Planning sessions will include reviewing lessons and assessments for proper alignment and remediation.

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

Strategies that will need to be implemented to accelerate learning are for teachers to conduct small group teaching, use text where they can practice decoding skills easily while working on comprehension. Weekly common planning sessions will be used to strategically plan lessons and assessments. Researched based supplemental materials, such as Acaletics, and training will be provided for teachers to support them in providing effective math instruction during whole group and differentiated centers. Math club will be conducted daily through use of Acaletics curriculum for 2nd - 5th grades. Teachers will form groups for daily Reading Clubs based on preliminary placement and monitoring will occur through tracking forms. Students will be grouped based on data and receive small group instruction based on grade level benchmarks. Group size will range from 4 to 8 students, so pacing can be at a high rate to expose students repeatedly. The use of district created standard-based problems of the day, standard mastery lesson with assessment and the use of the online platform Freckle. A second grade teacher will be added to meet class size in 2nd grade. In addition students in 3rd - 5th grade will be provided a tutor to accelerate learning.

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.

Teachers will be provided guidance and consistent feedback from observations to adjust their instructional practice. Through weekly common planning, Interventionist will provide guided learning for center development and accountability artifacts for student ownership of tasks. Training will also include how to provide grade level work in Teacher lead and scaffolding to support student thinking. We will use researched-based resources to maintain consistent, reliable resources during small group and whole group instruction. Coaching Cycles will be conducted based on weekly observations/walk-throughs, the Reading and Math interventionist will implement coaching cycles to assist teachers with developing rigorous lessons to increase student engagement, promote higher level thinking, and align instruction to Best Standards.

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

Use data effectively to guide school-wide decisions about instruction, Identify practices that will improve student learning and practices that are aligned with addressing gaps in learning. In addition, use materials that are aligned to state benchmarks that will ensure that students are exposed to aligned instruction, tasks, and assessments. Students will receive small group instruction and tutoring presented in short, scaffolded lessons using real-world applications of the math and reading content. In addition we

will use Title I funds to employee a Parent Liaison to improve parental support and ensure sustainability of improvement.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our FSA reading data indicates in the 2020-2021 school year, only 24% of our students were proficient in reading. However in 2022, our FSA reading data increased to 32% (8% increase). The ELA Learning Gains increased to 57% (7% increase).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we implement intentionally focused, research-based instructional plans based on current data points using direct instruction programs, such as Corrective Reading in intermediate classrooms, the Benchmark Advance K-2 curriculum, and the writing curricula: in grade 3 and Top Score in grades 4-5, the district's reading curriculum K-5, and Leveled Literacy Instruction (LLI) during small group instruction; then, proficiency will improve in ELA by 10%, the Lowest Performing Quartile by 30%, and the ELA Learning Gains will increase by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration and the reading coach will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups. Administration and the reading coach will monitor the implementation of all DI programs to include: assessing and grouping students, collecting and reviewing the required documents monthly, analyzing student assessment data, and providing professional development. Administration will monitor the effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments.
Person responsible for monitoring outcome:	Contrina Bolden (woodsc@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Early Release Day Learning Sessions will target specific areas in ELA that need improvement based on data. The reading interventionist will help with the implementation of Corrective Reading in grades 3-5. In addition, both reading interventionists will analyze and disaggregate data for students identified as Tier II and III, then work with them in small, intensive groups utilizing LLI and

other evidence-based
supplementary materials.
The primary teachers and ESE teachers will help with the
implementation of Benchmark Advance, Language for Learners
(for 3rd grade struggling readers scoring below Corrective
Reading), and Corrective Reading.
Teachers will create data driven differentiated small groups with
appropriate tasks that
meet student needs and remediate deficient academic areas.
Teachers will embed strategies to enhance student abilities to
complete and comprehend the passages, tasks, questions, and/
or activities required.
This year, we have planned experimental learning experiences
that will offer our students
knowledge-rich curriculum and field experiences that will build the
background knowledge
and extend classroom learning. We have planned the following
fieldtrips: Jacksonville Zoo,
Diamond D, Museum of Science and History (MOSH), and Tree
Hill Nature Center. These
sites offer alternative programs that will allow our school to modify
our field experience from
off-site to on-site and virtual explorations to further enhance our
students' understanding
and ability as well as afford them the opportunity to transfer
knowledge across different
content areas.
Materials/Supplies:
Laptops will be used to extend learning through small group
instruction, standards-based
remediation, and to assess mastery of standards. Copy paper is
needed to produce
standards-based practices sheets, small group remediation
materials, and to create home
school packets.
Student Incentives:
SIP funding will be used to provide incentives for students for
meeting and exceeding their
academic achievement goals as well as behavior goals.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for this evidence-based strategy will provide
teachers with different strategies
to teach reading. In addition, embed the strategies seamlessly in
their instruction to provide
students with authentic experiences with reading passages that
align with the B.E.S.T.
Standards. The following materials will be used to
provide Tiered Support Levels:
1. i-Ready (K-2)
2. Corrective Reading (3-5)
3. Language for Learning (3)
4. Leveled Literacy Instruction [LLI] (K-5)
5. Success Coach (3-5)

6. Achieve 3000 (3-5)
7. Reading A-Z Small Group Reading Books (K-5)
8. City Writing (K-3)
9. Top Score Writing ((4-5)
10. Freckle (4-5)
These resources will close the achievement gap in reading by providing students with the
strategies they need to build foundational skills, decode unfamiliar words, and understand
word meaning in order to comprehend grade level texts.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our FSA math data indicates in the 2020-2021 school year, only 34% of our students were proficient in math. However in 2022, our FSA math data increased to 53% (19% increase). The math learning gains to increased to 77% (23% increase).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we implement intentionally focused, strategic instructional plans based on current data points, standards based instruction and utilize Acaletics in all 2-5 grade classrooms with fidelity; then, math proficiency will improve by 10%, the Lowest Performing Quartile will improve by 20%, and math Learning Gains will increase by 10%. In addition, we will implement REFLEX math to help students with their foundational skills. The math interventionist will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor the effectiveness of the implementation of whole group and small group instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments.
Person responsible for monitoring outcome:	Contrina Bolden (woodsc@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The math coach will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. She will also implement effective Common Planning sessions and Professional development sessions that will include differentiated, standards-based, and data driven instruction. The math coach will oversee and implement Acaletics in grades 2-5, analyze and disaggregate data for students; then work with them in small groups with appropriate tasks that meets student needs and remediate deficient academic areas. Teachers will embed strategies to enhance student abilities to comprehend math vocabulary, tasks, questions, and/or activities required. They will also utilize Success Coach during tier two small group

instruction.
The Early Release Day Learning Sessions will target specific areas in math that need
improvement based on data. The math coach will provide standards-based math learning
on Early Release Days and the district math team will provide support.
We will use Title 1 funds to enhance and support standards-based math instruction. Administration will oversee the implementation of standards-based instruction and the
implementation of our Acaletics program in grade 2-5. In addition, the math interventionist will
provide common planning for teachers, to develop their skill set to deliver quality,
standards-based instruction to ALL leveled learners. Tutoring will be offered during the
school day and/or after school to assist with small group differentiated instruction.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

We will implement Acaletics, strategically placing students in leveled groups to receive
instruction at least 30 minutes on a daily basis from instructors. The math interventionist will
monitor all components of the math workshop, ensuring instruction is aligned to standards
and teachers are implementing all phases with fidelity. She will provide classroom support
and embed Professional Development into common planning, to develop lessons that are
aligned to ALDs, which will improve student achievement. The following resources will be
used:
1. Acaletics, supplementary to CORE
2. Math Coach
3. Tutoring
4. i-Ready
5. REFLEX Math
6. Success Coach

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our Students with Disabilities, African American Students, ELL and Economically Disadvantaged Students (ESSA Subgroup) fell below the federal index of 41% during the FSA in the 2020 - 2021 school year. As previous years, over 50% of our school population is African American, ELL and Economically Disadvantaged students. We will continue to focus on providing effective systems for students identified in the ESSA subgroup on level tier 1.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is to improve proficiency in our African American, Students with Disabilities, ELL and Economically Disadvantaged Students by 10% or to at least meet the federal index of 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration and interventionists will provide professional development (during common planning and content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups. Interventionists will monitor the implementation of all DI programs to include: assessing and grouping students, collecting and reviewing the required documents monthly, analyzing student assessment data, and providing professional development. Administration will monitor effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments.
Person responsible for monitoring outcome:	Contrina Bolden (woodsc@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Through the multi-tiered system of of supports for Students with Disabilities, African American, ELL and Economically Disadvantaged groups, we will focus on the following Tier 1 strategies for academic, behavior, and socio-

emotional interventions:

Academic Interventions:

1. Rigorous Standards-Based Instruction
2. After-School, Before-School Tutoring using research-based materials
3. Acaletics for Math and Science Interventions
4. Leveled Literacy Instruction (LLI) for Reading Interventions
5. Study Island for Math, Science, Social Studies, and Reading Interventions
6. Reflex Math for Fluency
7. Penda for Science
8. Standards-Based and Aligned teacher assessments and activities
9. District Assessments to monitor standards mastery

Behavior Interventions:

1. PBIS
2. CHAMPS

Social-Emotional Interventions:

1. School-Based Social Services
2. Wellness Wednesday
3. Calm Classroom
4. Sanford Harmony
5. Classroom Guidance

The Parent Liaison Reflection on Student Learning:

The Parent Liaison will play a vital role in providing support to students and their families.

The Parent Liaison is the link to our school and community. The Parent Liaison will assist with making calls to parents to ensure that they are aware of the parent and family engagement events that are taking place in our district and at our school. In collaborating with the leadership team, the Parent Liaison will assist with ensuring that our students are equipped with the supplies and materials needed to successfully complete tasks face to face (or online). The Parent Liaison will assist parents with finding the right materials to use at home to help their child with practicing skills. The Parent Liaison will keep accurate records of the inventory of the materials that are stored in the Parent Resource Room. The Parent Liaison will stay in contact with our students and families. She works closely with parents and offers one on one technical support and guidance when needed.

Student Incentives:
SIP funding will be used to provide incentives for students for meeting and exceeding their academic achievement goals as well as behavior goals.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The resources selected are all researched-based strategies to increase student achievement. Strategies will be implemented with fidelity in order to increase school proficiency.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Areas of Focus on the Standards Walk-Through Tool (SWT): I. Standards Focus Board- [3.0/5.0] 60% (Posted for Compliance 92%, Guiding Teaching: Teacher Use 65%,and Guides Learning: Student Use 42%) 2. Instructional Delivery- [3.9/5.0] 78% (Instruction Matches Focus Board 76%, Aligned Materials 79%, and Student Task Alignment 38%) 3. Assessing Student Learning- [2.3/5.0] 46% (Determines Mastery 62%, Learning Arc Alignment 82%, and FSA Alignment 54%)
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of our current content teachers will show progression on standards-based instructional planning procedures and implementation.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct instructional rounds to calibrate with our leadership team quarterly. Collaborative Planning with the leadership team will review and analyze walk through data weekly. Standards-based Planning with administration and instructional coaches will occur weekly. The leadership team will conduct ongoing data reviews and monitoring the alignment of SWT observations and student assessments. The administrative team will conduct classroom observations daily.
Person responsible for monitoring outcome:	Contrina Bolden (woodsc@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure students are exposed to standards aligned instruction, tasks, and assessments. Provide immediate feedback, PD, and support teachers using data from the Standards Walk-Through Tool.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	As expressed in the Opportunity Myth, schools need to provide students with standards aligned instruction to ensure they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the End of the Year Iready data, students scoring below grade level in kindergarten was 40%, with 32% approaching grade level expectations and 28% on grade level. In first grade, 64% of students scored below grade level, 16% are approaching grade level expectations and 20% of students are performing on grade level. In second grade, 69% of students are performing below grade level, 20% are approaching grade level expectations, and 11% are on grade level. 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. The ELA Team including Reading Coach, Reading Interventionist, District Specialist, and assigned paraprofessionals will provide standards-based small group instruction for targeted students.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on FSA results, 75% of students in third grade are performing below grade level, 72% in fourth grade are performing below grade level and 65% of fifth grade students scored below grade level (the percentages include students who scored a level 1 or 2 on the FSA). 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. The ELA Team including Reading Coach, Reading Interventionist, District Specialist, and assigned paraprofessionals will provide standards-based small group instruction for targeted students.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If teachers are consistently utilizing data to drive effective differentiated instructional practices aligned with standards and implementing intervention programs such as Reading Mastery, Phonics for Reading, and leveled readers with fidelity and frequent progress monitoring, then Reading Achievement will increase to at least 50%.

Grades 3-5: Measureable Outcome(s)

If teachers are consistently utilizing data to drive effective differentiated instructional practices aligned with standards and implementing intervention programs such as Corrective Reading and LLI with fidelity and frequent progress monitoring, then Reading Achievement will increase to at least 50%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will conduct frequent and ongoing data chats with teachers and students. Analyze and track data from 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 for monitoring outcome:
Select the person responsible for monitoring this outcome.

Smith, Jada, smithj6@duvalschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will provide weekly professional learning focused on analyzing state standards and achievement level descriptors, 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 Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

If teachers participate in ELA standards-based planning that is differentiated for their needs, and they implement strategies learned with fidelity, then student achievement in ELA will increase. Additionally, monitoring instructional delivery and standards-based alignment with continuous feedback will contribute to an increase in student achievement in ELA.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
• Literacy Leadership- The literacy leadership team will ensure strategies implementation with fidelity through walkthroughs, immediate feedback, and participation in weekly common planning. • Literacy Coaching- The literacy coach will provide coaching cycles as needed for teachers, provide small group instruction for targeted students, and support teachers as needed. • Assessment- The literacy team, teachers and students will utilize assessment data to determine areas of focus. Frequent data chats with teachers and students will be implemented. • Professional Learning- Professional learning will be provided for teachers based on data and teacher needs.	Smith, Jada, smithj6@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Timucuan Elementary addresses building a positive culture and environment in a variety of ways. Each year students, parents, and teachers take the 5 Essentials survey. We utilize the 5Essential survey data to determine areas of strengths and areas of growth. We determine how to meet the needs of all stakeholders based on the data.
We utilize School Advisory Meetings (SAC) to allow stakeholders' input and involvement with school improvement and other activities. SAC meetings are held monthly and are designed to make the stakeholders feel like they are a part of the school. During these meetings, parents and stakeholders receive monthly updates regarding school improvement efforts.
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. We encourage family involvement through volunteer activities such as attending field trips, Book Fair, and musical performances.
We hold monthly celebrations for students and staff. Some celebrations include Student of the Month, Treat cart, and attendance incentives. We host a variety of staff appreciation and spirit days.
Finally, parents, families, and other community stakeholders are encouraged to connect with our Instagram, Facebook, and Class Dojo. Parents will receive daily academic and behavior progress through Class Dojo, communication log, or Focus. We also keep our parents informed through monthly newsletters, updates, and phone messaging.

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

We utilize several stakeholders to promote a positive school culture and environment. The PBIS Team supports Drug Free Week, School wide Positive Behavior Plans, and behavior data analysis. Administrators implement monthly Teacher Appreciation Week, Treat Cart, Game room, Quarterly Awards, Student of the month ceremony, incentive field trips, and assign teacher buddies. Faculty and Staff participate in giving each other as well as students Positive Referral. The Hospitality Committee ensure celebrations are recognized. Finally, the Guidance Counselor implements College Week, Grief Counseling, and Anger Management Counseling.