

Duval County Public Schools

Normandy Village Elementary School



2015-16 School Improvement Plan

Normandy Village Elementary School

8257 HERLONG RD, Jacksonville, FL 32210

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Equip teachers. Engage students. Exceed standards.

Provide the school's vision statement

The faculty and staff of Normandy Village Elementary School authentically engage ALL students with meaningful, rigorous activities in all content areas to equip them with skills necessary to meet and exceed grade-level expectations, cultivating the next generation of student leaders and preparing them for endless college and career opportunities.

School Environment

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

School-Wide, Grade-Level, and Classroom Surveys

Various surveys are given throughout the school year to learn how Normandy Village Elementary School can best accommodate the needs. Surveys will be conducted in the classrooms, during monthly Title 1 Family Nights, and Survey Monkey.

Parent-Teacher Conferences

Parents/Guardians may request Parent-Teacher Conferences at any time throughout the school year. In addition, teachers may also reach out to parents/guardians to request a conference. Parent-Teacher Conferences can be conducted in-person or via telephone.

Weekly Data Chats

All KG-5th Grade Classes have time allotted in their weekly schedules to hold Data Chats with individual students, small groups of students, or the entire class. Student Success Binders (implemented this year) will be used to house student work samples, assessment, discipline, and attendance data. Tabs for Parent Communication, College and Career, and Student Profile (containing surveys, PMPs, IEPs--if applicable) are also included.

Resource Classes

Art, Music, P.E. and Media incorporate culturally diverse content into their lesson plans so that students have the opportunity to learn about various cultures and ways of life through music, art, text, dancing, etc.

Title 1 Family Nights (8 total)

During the 2015-2016 school year, Normandy Village will host several Family Nights (2 per quarter) that will engage parents/guardians, students, and other stakeholders in ways to increase student achievement and showcase our students as we strive to develop the whole-child. During each Family Night, members of the school's Leadership Team, including the School Counselor, will be available to meet with parents/guardians to discuss strategies for increasing student achievement, promoting positive behavior, etc.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Positive Behavior Clip Chart and Clip Board

Every PreK-5 classroom at Normandy Village Elementary School utilizes the same positive behavior clip chart. Each day, students' clips begin at "Ready to Learn" and the clips move up and down the chart depending on students' behaviors. If a student makes a not-so-great choice, they have the

opportunity to move back up the chart by turning their behavior around. In addition to the clip chart, a clipboard log is used in the Dining Room and during Art, Music, P.E., and Media that is aligned to the clip chart so that rewards/consequences transfer back into the classroom. Three marks on the clip chart warrants one "clip down" on the Clip Chart in the classroom. Students are given the opportunity to "clip back up" if they turn their behavior around and make better choices.

Super Leaders of the Week

Each week, classroom teachers are encouraged to select one student that has exhibited the qualities of a leader and submit their name to the Main Office to be celebrated over the closed circuit television/morning news program. In addition to having their names announced to the entire school, the chosen "Super Leaders" will receive Citizenship Charms for their charm necklaces and their names will be displayed on the Super Leaders bulletin board in the front of the school.

The Golden Spoon Salute

To promote excellent behavior in the dining room (cafeteria), this year, ALL PreK-5 classes will have the opportunity to earn the Golden Spoon each week. In order to earn the "Golden Spoon" at the end of the week, the following guidelines must be met:

1st-2nd Quarters: 75% of the class must have 0 "checks" on the Cafeteria/Resource Log

3rd-4th Quarters: 80% of the class must have 0 "checks" on the Cafeteria/Resource Log

The school monitors and instructional paraprofessionals will display Golden Spoon recipients' names on the bulletin board in the dining room. Class Line Leaders will carry the Golden Spoons anytime they are outside of their classrooms. Whenever students, faculty/staff members, volunteers, visitors, etc. see the Golden Spoon, they must stop and salute the class for their model dining room behavior.

CHAMPs Protocol

All PreK-5 Classrooms implement the CHAMPs Protocol to teach and monitor student behavior in the classroom. CHAMPs is also used in the Dining Room (Cafeteria) and is displayed to reinforce while students are at lunch.

C: Conversation (Voice Level 1--Whisper)

H: Help (Raise Your Hand)

A: Activity (Eat, Read, Talk Quietly to the Classmates Beside You and Across from You)

M: Movement (No Movement)

P: Participation (Everyone is Eating and Following All Other CHAMPs Expectations)

Connor's Cash

Connor's Cash is a "monetary" reward system that is also aligned to our school-wide positive behavior clip chart. Each day, students have the opportunity to earn \$5 Connor's Cash Dollars based on the color they earn at the end of the day on the clip chart. Students may also earn Connor's Cash on the school buses. Students can earn additional "clip ups" if they receive hand-stamps from members of the Leadership Team or Morning Arrival Monitors. This will result in earning more Connor's Cash. Students will have opportunities to spend their Connor's Cash bi-weekly to participate in grade-level and school-wide celebrations OR save their Connor's Cash to spend at the end-of-the-year Great Behavior Carnival.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Positive Behavior Clip Chart and Clip Board

Every PreK-5 classroom at Normandy Village Elementary School utilizes the same positive behavior clip chart. Each day, students' clips begin at "Ready to Learn" and the clips move up and down the chart depending on students' behaviors. If a student makes a not-so-great choice, they have the opportunity to move back up the chart by turning their behavior around. In addition to the clip chart, a clipboard log is used in the Dining Room and during Art, Music, P.E., and Media that is aligned to the clip chart so that rewards/consequences transfer back into the classroom. Three marks on the clip chart warrants one "clip down" on the Clip Chart in the classroom. Students are given the opportunity

to "clip back up" if they turn their behavior around and make better choices.

Teacher Transitions vs. Student Transitions

For the 2015-2016 school year, each grade student in Grades 1-5 will have two teachers; one will teach ELA/Social Studies, the other will teach Math/Science. To maximize instructional time and eliminate some of the transitions that often resulted in disruptions during the 2014-2015 school year, the teachers will transition between two homerooms. This will also ensure that students have their own personal space as well.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Girls, Inc.

Girls, Inc. is an after-school program that services approximately 40 girls in grades KG-3 at Normandy Village Elementary School. Girls, Inc. works with their students to build self-confidence, assist with academic instruction, including homework support, and they are also on campus to support with our Extended Reading Hour.

School Counselor

Mr. Nelson, our full-time School Counselor, will be available each week to provide one-on-one, small-group, and whole-group Guidance lessons to meet the social-emotional needs of our students.

Advancing Wellness And Resiliency in Education (Duval AWARE)

Normandy Village Elementary School is one of six schools in the county that was selected to pilot the implementation of the Duval AWARE program. The benefits for being an initial implementing school will include:

- *a Mental Health Support Specialist assigned to the school that will work with the school to match resources to student needs;
- *supports from Community Partners for Mental Health Services; and
- *the identification and filling of existing gaps that exist at the elementary and secondary level for social-emotional learning in the classroom.

Faculty/Staff-Student Mentor/Mentee Program

Members of the faculty/staff of Normandy Village Elementary meet and identify students to mentor to improve their social-emotional skills through daily/weekly check-ins and serve as an additional support person in the building.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

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

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/222728>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Business Partnerships

Normandy Village Elementary School is continuing to build Business Partnerships with local businesses, including small businesses. Some of our Business Partners for the 2015-2016 school year include: The Law Office of Marcella A. Taylor, Southeastern Freight Lines, and Adkins Electric, Inc. To assist with increasing student achievement these businesses have donated monetarily and purchased goods of the faculty, staff, and students for our school.

The Law of Office of Marcella A. Taylor: Donation of funds for organizational materials for some of our Tier 3 Interventions.

Southeastern Freight Lines: Donation of school supplies for students; employees were present during Orientation to distribute supplies to families.

Adkins Electric, Inc. Donation of funds for quarterly student incentives (charms from Fitness Finders) for students' charm necklaces that they receive at the end of each nine weeks for academic performance, citizenship, attendance, cafeteria behavior, meeting reading goals, etc.

Faith-Based Partnerships

Normandy Village Elementary School currently has two Faith-Based Partnerships that support the faculty, staff, and students for the 2015-2016 school year.

Westside Baptist Church: Faculty/Staff breakfasts and lunches to continue to build morale, donation of classroom supplies for every classroom teacher, volunteering during Open House, Parent Nights, volunteering their time to label all agendas for students, etc.

Macedonia Baptist Church: School beautification days, winter coats for all students, donation of school supplies for students and classroom supplies for teachers, etc.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Connor, Lindsey	Principal
Matthews, Michelle	Assistant Principal
Dailo, Jean Paul	Instructional Coach
Coots, Sue	Instructional Coach
DiChiara, Cherie	Instructional Coach
Nelson, Josh	Guidance Counselor
Martinez, Kelly	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Lindsey Star Connor, Principal

Mrs. Connor provides instructional support during Collaborative Planning with planning explicit whole-group instruction and assists teachers with using data to develop differentiated rotations/centers. Mrs. Connor facilitates weekly meetings with the Distributive Leadership Team to problem-solve and share ideas and strategies to increase student achievement. Mrs. Connor also meets with the Varying Exceptionalities (VE) Teachers, the School Counselor, Reading Interventionists, and Instructional Coaches weekly to review student data and determine next steps. Mrs. Connor also conducts classroom walk-throughs and observations to monitor instruction. Mrs. Connor also develops teachers into leaders and provides leadership opportunities for growth. She develops Early Release Day professional development and uses model teachers as facilitators.

Michelle Leigh Matthews, Assistant Principal

Mrs. Matthews provides instructional support during weekly Collaborative Planning sessions with planning explicit whole-group and differentiated, small-group instruction. Mrs. Matthews assists resource and classroom teachers with using data to inform future instruction, including creating differentiated rotations/centers in the ELA classroom. Mrs. Matthews also serves as the school's Testing Coordinator and maintains school level, grade level, and individual class data spreadsheets to monitor student progress. Mrs. Matthews' experience as a school-based coach and district specialist allows her to assist with developing instructional plans, resources, and assessments in addition to the district curriculum guides to enhance the Core Instruction to meet the needs of our students. Mrs. Matthews also serves as the Parent Involvement Liaison and coordinates parent nights, school-wide events, and maintains Title 1 documentation. Mrs. Matthews conducts observations and walk-throughs and provides specific, bite-sized, and actionable feedback to classroom and resource teachers. Mrs. Matthews is a member of the DCPS New Leaders Cohort and meets weekly with the Kindergarten team and instructional paras to review student work samples/ data for ELA, focusing heavily on student writing, grammar, and skill development.

Jean-Paul Dailo, Math Coach

Mr. Dailo provides support during Collaborative Planning with planning explicit whole-group instruction aligned to the Mathematical Practices and the Mathematics Florida Standards. He also assists teachers with using data to develop differentiated rotations/centers. Mr. Dailo supports two small groups of 3rd grade students three days each week in Math.

Sue Coots, Reading Coach

Ms. Coots provides support during Collaborative Planning with planning explicit whole-group instruction aligned to the Language Arts Florida Standards. She also assists teachers with using data to develop differentiated rotations/centers. Mrs. Coots supports two small groups of 3rd grade students three days each week in Reading.

Cherie DiChiara, Science Coach

Ms. DiChiara provides support during Collaborative Planning with planning explicit whole-group instruction aligned to the Next Generation Sunshine State Standards for Science and assists teachers with using data to develop differentiated rotations/centers and labs. Mrs. DiChiara also supports two small groups of 4th and 5th grade students three days each week in Reading--infusing informational text that is aligned to the content being covered in the Science Classroom.

Donna Ayers (3-5) and Melissa Gribben (K-2), Reading Interventionists

Ms. Ayers and Mrs. Gribben meet with students daily to provide Tier 3 Instruction and collaborate with the general education teachers through activities such as co-teaching, consultation, collaborative planning, and providing classroom "push-in" support. Ms. Ayers and Mrs. Gribben are also responsible for retrieving, analyzing, monitoring, and keeping record of the data of the students they service. Ms. Ayers and Mrs. Gribben meet weekly with the Principal and Assistant Principal to review data/student progress and determine next steps for instructional support.

Josh Nelson, School Counselor

Mr. Nelson provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Marsha Meyer (K-2) and Kim Jensen (3-5), Varying Exceptionalities (V.E.) Teachers

Ms. Ayers and Mrs. Gribben meet with students (per IEP requirements) to incorporate core instructional activities into Tier 2 and/or Tier 3 Instruction. Our V.E. teachers collaborate with the general education teachers through activities such as co-teaching, consultation, collaborative planning, and providing classroom "push-in" support. Mrs. Meyer and Mrs. Jensen are also responsible for retrieving, analyzing, monitoring, and keeping record of the data of the students they service. Mrs. Meyer and Mrs. Jensen meet weekly with the Principal and Assistant Principal to review data/student progress and determine next steps for instructional support.

Cherie DiChiara, Foundations Team Chair

Ms. DiChiara provides information about school-wide and classroom behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Kelly Martinez, Behavior Support Site Coach

Mrs. Martinez supervises the three behavior support units (classrooms), provides instruction on Social Skills, maintains documentation, updates IEPs, holds IEP meetings, supports the classroom teachers and students with parent communication and serves as an additional support for students in the three classrooms.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team will meet weekly.

*Review universal screening data and link to instructional decisions;

*Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through reading and math interventionists during school and after-school programs provided by outside

programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christin Quattrone	Education Support Employee
Michelle Matthews	Principal
Lindsey S. Connor	Principal
Rebecca Mercier	Education Support Employee
Vickie Wright	Education Support Employee
Misty Papp	Parent
Destany Papp	Student
Todd Villemont	Business/Community
Frankie Hampton	Parent
Natasha Herndon	Education Support Employee
Iris Arline	Parent
Regina Perry	Parent

Duties

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

Evaluation of last year's school improvement plan

*The School Advisory Committee (SAC) will meet on Thursday, September 24, 2015 @ 5:00 to review the 2014-2015 School Improvement Plan (SIP) and review the draft of the 2015-2016 SIP.

*A copy of the 2015-2016 will be available in the Front Office, in the Parent Involvement Resource Room, and a link will be available on our school website for electronic access.

*Parents/Guardians will be provided with an SIP Summary that highlights the most important points of the 2015-2016 SIP once the 2015-2016 has been approved and published.

Development of this school improvement plan

The first SAC Meeting for the 2015-2016 school year will be held on September 24, 2015. School Administration will review the academic/behavioral barriers and goals. During this meeting, the SAC will have the opportunity to give input for the 2015-2016 SIP based on previous discussions from SAC Meetings, Parent Nights, and their observations.

Preparation of the school's annual budget and plan

The SAC will meet on Thursday, September 24, 2015 to discuss the usage of School Improvement Funds. The 2015-2016 School Improvement Funds will be used to increase parent engagement/ involvement/communication through the implementation of Student Agendas and Tuesday Folders.

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

School Improvement Funds were not used last year. SAC voted to roll funds over to allow for the purchase of agendas for each student for parent/teacher communication and to purchase classroom libraries in the future.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Connor, Lindsey	Principal
Matthews, Michelle	Assistant Principal
Coots, Sue	Instructional Coach
DiChiara, Cherie	Instructional Coach
Dailo, Jean Paul	Instructional Coach
Nelson, Josh	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The main goal of the Literacy Leadership Team (LLT) is to provide students with the skills necessary to read on (or above) grade level successfully, including being able read fluently and comprehend grade-level appropriate text. To accomplish this goal, the LLT will meet to analyze and interpret data from blended learning programs such as iReady and Achieve 3000, and other data sources (i.e. DAR, Curriculum Guide Assessments, Teacher-Made Assessments, and Student Work Samples) that are aligned to the Language Arts Florida Standards (LAFS).

The Normandy Village LLT will also work diligently to instill a love of reading within each child through teaching rigorous and engaging lessons in the classrooms, surveying students on their reading interests/hobbies, incorporating more informational text into the school day, close reading lessons, and through school-wide initiatives such as the recognition of U.S. Constitution Day, Healthy Heart/Nutrition Months, Black History Month, etc.

All K-5 Classrooms are also equipped with Classroom Libraries that are inviting to students and are full of various genres, levels, and types of text for students to read independently.

The Principal and Assistant Principal meet each Wednesday, along side the Reading Coach to provide additional support with planning for whole-group and small-group instruction. The Principal meets to plan/provide support for 3-5 teachers, the Assistant Principal meets to plan/provide support for PreK-2 teachers, including instructional paraprofessionals.

The Leadership Team will also work diligently to instill a love of and excitement for reading for each of our students. Along with the Superintendent's Reading Initiatives including the 25-Book or 1,000, 000 Word Challenge, Normandy Village Elementary School will utilize our Blended Learning Programs (iReady and Achieve 3000), our Title 1 Family Nights/Parent Workshops, and literacy-themed activities throughout the school year to promote literacy in a fun and exciting way! Literacy Weeks are planned for October 2015 and January 2016. We also have implemented progress monitoring forms for students to track their progress on lessons completed and set personal goals. Classes compete to build their reading stamina each morning, and vocabulary and background knowledge are built through virtual field trips, read alouds, the morning news, etc. The school's Media Specialist works

with students to expose them to more informational text and teaches students to identify the main idea, builds on their content vocabulary, and teaches author's craft for writing through selective read alouds. The school's Music Teacher uses Close Reading to help students understand the meaning behind songs such as The National Anthem, too.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative Planning: All teachers in grades K-5 participate in Collaborative Planning once a week (Thursdays) with the Principal, Assistant Principal, and Instructional Coaches. During weekly Collaborative Planning sessions, the Leadership Team supports teachers with planning for whole-group instruction (core) and small-group instruction (differentiated rotations). In addition, sessions also focus on analyzing student work and assessment data when applicable.

"WOW" Wednesdays: Each Wednesday, the Leadership Team meets with one grade level on a rotating schedule from 8:30-10:30 while students receive additional instructional support based on what they feel their individual needs are. "WOW" Wednesdays are designated to spending one-on-one with teachers providing differentiated professional development.

Mentor/Mentee Program: Assigned mentors and mentees meet bimonthly in efforts to support beginning teachers as well as those that are new to our school and the district.

New Leaders Program/Kindergarten Team: Mrs. Matthews (Assistant Principal) is currently a member of the 2015-2016 Duval County New Leaders Cohort. She will work weekly with the Kindergarten team-- focusing on writing, in addition to Thursday's Collaborative Planning sessions.

Administrator Walk-Throughs with Actionable, Bite-Sized Feedback: During the 2015-2016 school year, Mrs. Connor and Mrs. Matthews will conduct walk-throughs in classrooms to observe and provide bite-sized, specific feedback, an additional source of differentiated professional development.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

*Biweekly Mentor/Mentee Meetings to ensure that all Beginning Teacher requirements are being met.

*Strategic assignment of mentors and mentees

*Administrator Walk-Throughs with bite-sized, specific feedback

*Coaching Cycles for Content/Classroom Management provided by Instructional Coaches

*Teacher Retention: "Informal Chats" with individual faculty/staff members throughout the school year to learn ways that administration can provide support, including the development of teacher leaders.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

*Mentor/Mentee Meetings meet bimonthly at 7:50 on Tuesdays to review e-portfolios and discuss next steps of support for beginning/novice teachers

*Mentors were strategically assigned to mentees based on classroom experience and/or content expertise

*The Principal and Assistant Principal will conduct walk-throughs and observations and provide specific feedback in a timely manner.

*Wednesday Professional Development Sessions: Each Wednesday morning from 8:30-10:30, grade level teams (and resource teachers) will meet with the Leadership Team for differentiated professional development based on individual/grade-level needs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

K-5 ELA: The core (whole-group instruction) curriculum for the 2015-2016 school year is DUVAL Reads. The K-2 curriculum teaches through read alouds; the 3-5 curriculum teaches through short stories and novel-based instruction. Modules include both literary and informational text. In addition to the core, students also participate in 45-60 minutes of small-group instruction, including a teacher-led rotation. Other rotations will be created and implemented based on skill deficits, writing, etc. The instructional framework for ELA also includes a Skills Block and Writing Block.

K-5 Mathematics: The core (whole-group instruction) curriculum for the 2015-2016 school year is DUVAL Math. In addition to the 60-minute daily core block, students also participate in a 30-minute small-group instruction block, including a teacher-led rotation. Other rotations will be created and implemented based on skill deficits according to assessment data.

K-5 Science: The core (whole-group instruction) for the 2015-2016 school year are the curriculum guides developed by the Elementary District Science Specialists based on the Next Generation Sunshine State Standards for Science. Students in Grades K-5 receive

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

*The Reading and Math Interventionists will collect, review, and analyze multiple sets of data to provide intensive, individualized support to increase reading and math proficiency. The data from these students will be monitored weekly by Interventionists and the Leadership Team to ensure that students are making sufficient progress.

*Student Work will be reviewed through Collaborative Planning by teachers and the Leadership Team to drive future whole-group, small-group, and individualized instruction.

*Data from DAR, iReady, Achieve 3000, CGAs and Exit Tickets will be used to plan differentiated Reading, Math and Science Centers.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in Grades K-5 will receive an additional hour of intensive reading instruction from 3:00-4:00 p.m. each day. During this hour, students will engage in Close Reading lessons, Informational/Opinion Writing Lessons and teacher/student conferences, and differentiated Reading Rotations. 3rd, 4th, and 5th Grade students will utilize Achieve 3000 during the extended hour with the goal of completing 1-2 lessons per week;

Strategy Rationale

Because the extended hour is dedicated to intense reading instruction, proficiency should increase in reading and writing as evidenced in the Florida Standards Assessment and district baselines and curriculum guide assessments for Grades K-2.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Connor, Lindsey, adkinsl@duvalschools.org

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

Multiple data sets will be reviewed during Collaborative Planning sessions with teachers (iReady, Achieve 3000, student work samples, exit tickets, etc.)

Strategy: After School Program

Minutes added to school year: 31

Girls, Inc. (KG-3 Girls)

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Connor, Lindsey, adkinsl@duvalschools.org

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

Student Transition and Readiness

PreK-12 Transition

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

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

*Incoming Pre-K and Kindergarten students and their parents were invited to a back-to-school orientation held Friday, August 21, 2015. Parents/Guardians were allowed to escort their child(ren) to class the first week of school. On Friday, August 25, 2015, a letter was sent home to ensure parents

that their child(ren) would be safely escorted to class by faculty, staff, and/or safety patrol members if need be. In order to maximize instructional time, parents would no longer be allowed to walk their child(ren) to class.

*Fifth Grade students will attend a field trip to Joseph Stillwell Middle School in the Spring of 2016 to familiarize themselves with the middle school setting and core/elective options.

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize data to effectively plan for and implement rigorous, differentiated learning opportunities for all students while providing instruction in small groups in reading, math, and science, then learning gains for all students will increase.

Strategic Goals Detail

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

G1. If teachers utilize data to effectively plan for and implement rigorous, differentiated learning opportunities for all students while providing instruction in small groups in reading, math, and science, then learning gains for all students will increase. 1a

G071760

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	63.0
Math Gains	56.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- Weekly collaborative planning sessions with school-based leadership team
- School-Based reading, math, and science coach
- Full-time Reading Interventionists (K-2 & 3-5)
- District Specialist
- i-Ready Blended Learning (K-2) (3-5 through January)
- Achieve 3000 (3-5)
- District Curriculum Guides
- School Counseling Plan
- Full-Time Kindergarten Instructional Paraprofessional
- Part-Time 1st Grade Instructional Paraprofessional

Targeted Barriers to Achieving the Goal 3

- More time was spent teaching whole group instruction compared to differentiated, small group instruction.
- Increase of discipline problems

Plan to Monitor Progress Toward G1. 8

iReady, Achieve 3000, DCPS Baseline/Post, Curriculum Guide Assessment, and Teacher-Made Assessment Data will be monitored and tracked in the Instructional Coaches' rooms on data boards.

Person Responsible

Lindsey Connor

Schedule

Triannually, from 9/4/2015 to 6/3/2016

Evidence of Completion

School-Wide Data Boards: Interactive Data boards were created at the beginning of the school year to monitor individual students' academic progress in Reading, Math, and Science.

Plan to Monitor Progress Toward G1. 8

Each student in Grades K-5 have a Success Binder that will be used to showcase student data, achievements, work samples, evidence of parent communication, and any discipline/behavior documentation.

Person Responsible

Michelle Matthews

Schedule

Monthly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Student Success Binders: Each student in Grades K-5 has his/her own Success Binder that is accessible to them to monitor and showcase their academic/behavioral progress. Students revisit/add to their Success Binders each week during Data Digs on Wednesdays. Students monitor their progress and track their percentages and Lexile growth on the blending learning programs, iReady and Achieve 3000.

Plan to Monitor Progress Toward G1. 8

School Counseling Plan/Increase in Positive Behavior Supports

Person Responsible

Josh Nelson

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

*2015-2016 School Counseling Plan *Monthly Discipline (Office) Referral Data *Insight/TNTP Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers utilize data to effectively plan for and implement rigorous, differentiated learning opportunities for all students while providing instruction in small groups in reading, math, and science, then learning gains for all students will increase. **1**

 G071760

G1.B1 More time was spent teaching whole group instruction compared to differentiated, small group instruction. **2**

 B187088

G1.B1.S1 Collaborative planning with coaches and administration focusing on using data (i-Ready, DAR, etc.) to create small groups for teacher-led centers, differentiation, and center activities **4**

 S198519

Strategy Rationale

Supporting teachers with planning and preparing will provide implementation with fidelity

Action Step 1 **5**

Administration and coaches will provide set times weekly for collaborative planning to support planning and implementation of small group instruction, centers, and differentiation.

Person Responsible

Michelle Matthews

Schedule

Weekly, from 8/27/2015 to 6/10/2016

Evidence of Completion

Agendas, Lesson Plans, classroom walk-throughs, formal/informal observations

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

Teachers will receive support from administration and coaches

Person Responsible

Lindsey Connor

Schedule

Weekly, from 8/27/2015 to 6/10/2016

Evidence of Completion

Collaborative Planning Participation, Lesson Plans, Formal/Informal Observations/Walk-Throughs

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

Administration will monitor by informal/formal observations and classroom walk-throughs

Person Responsible

Lindsey Connor

Schedule

Daily, from 8/27/2015 to 6/10/2016

Evidence of Completion

CAST evaluations, Classroom Walkthroughs with specific, bite-sized, and measurable feedback.

G1.B2 Increase of discipline problems 2

B187089

G1.B2.S1 During the 2014-2015 school year, there was an increase in student discipline/behavior issues that had a tremendous impact on student achievement. 4

S198520

Strategy Rationale

Due to a large percentage of our students that are performing below grade-level expectations in Reading, Math, and Science, students experience a lot of academic frustration and often become off-task/defiant. This severely disrupts the learning environment for all students in the classroom.

Action Step 1 5

Differentiated, Small-Group Instruction in Reading and Math each day that focuses on the remediation of skills

Person Responsible

Michelle Matthews

Schedule

Daily, from 9/4/2015 to 6/3/2016

Evidence of Completion

Action Step 2 5

Whole-Group, Small-Group and One-on-One Guidance Support

Person Responsible

Josh Nelson

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

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

Monitoring of Discipline (Office) Referrals

Person Responsible

Michelle Matthews

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

The Assistant Principal will monitor the number of processed discipline referrals by grade level each month and meet with Mr. Nelson to discuss next steps for individual student or classroom support.

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

Monthly Discipline Data Digs with Principal, Assistant Principal, School Counselor, and Behavior Support Site Coach

Person Responsible

Lindsey Connor

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

The team will meet to review monthly referral data, discuss progress/next steps with the School Counseling Plan, and plan additional methods of support for students and teachers with controlling/managing student behavior(s).

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Administration and coaches will provide set times weekly for collaborative planning to support planning and implementation of small group instruction, centers, and differentiation.	Matthews, Michelle	8/27/2015	Agendas, Lesson Plans, classroom walk-throughs, formal/informal observations	6/10/2016 weekly
G1.B2.S1.A1	Differentiated, Small-Group Instruction in Reading and Math each day that focuses on the remediation of skills	Matthews, Michelle	9/4/2015		6/3/2016 daily
G1.B2.S1.A2	Whole-Group, Small-Group and One-on-One Guidance Support	Nelson, Josh	9/1/2015		5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	iReady, Achieve 3000, DCPS Baseline/ Post, Curriculum Guide Assessment, and Teacher-Made Assessment Data will be monitored and tracked in the Instructional Coaches' rooms on data boards.	Connor, Lindsey	9/4/2015	School-Wide Data Boards: Interactive Data boards were created at the beginning of the school year to monitor individual students' academic progress in Reading, Math, and Science.	6/3/2016 triannually
G1.MA2	Each student in Grades K-5 have a Success Binder that will be used to showcase student data, achievements, work samples, evidence of parent communication, and any discipline/ behavior documentation.	Matthews, Michelle	9/4/2015	Student Success Binders: Each student in Grades K-5 has his/her own Success Binder that is accessible to them to monitor and showcase their academic/ behavioral progress. Students revisit/ add to their Success Binders each week during Data Digs on Wednesdays. Students monitor their progress and track their percentages and Lexile growth on the blending learning programs, iReady and Achieve 3000.	6/3/2016 monthly
G1.MA3	School Counseling Plan/Increase in Positive Behavior Supports	Nelson, Josh	9/1/2015	*2015-2016 School Counseling Plan *Monthly Discipline (Office) Referral Data *Insight/TNTP Data	5/27/2016 weekly
G1.B1.S1.MA1	Administration will monitor by informal/ formal observations and classroom walk-throughs	Connor, Lindsey	8/27/2015	CAST evaluations, Classroom Walkthroughs with specific, bite-sized, and measurable feedback.	6/10/2016 daily
G1.B1.S1.MA1	Teachers will receive support from administration and coaches	Connor, Lindsey	8/27/2015	Collaborative Planning Participation, Lesson Plans, Formal/Informal Observations/Walk-Throughs	6/10/2016 weekly
G1.B2.S1.MA1	Monthly Discipline Data Digs with Principal, Assistant Principal, School Counselor, and Behavior Support Site Coach	Connor, Lindsey	10/2/2015	The team will meet to review monthly referral data, discuss progress/next steps with the School Counseling Plan, and plan additional methods of support for students and teachers with controlling/managing student behavior(s).	6/3/2016 monthly
G1.B2.S1.MA1	Monitoring of Discipline (Office) Referrals	Matthews, Michelle	9/1/2015	The Assistant Principal will monitor the number of processed discipline referrals by grade level each month and meet with Mr. Nelson to discuss next steps for individual student or classroom support.	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers utilize data to effectively plan for and implement rigorous, differentiated learning opportunities for all students while providing instruction in small groups in reading, math, and science, then learning gains for all students will increase.

G1.B1 More time was spent teaching whole group instruction compared to differentiated, small group instruction.

G1.B1.S1 Collaborative planning with coaches and administration focusing on using data (i-Ready, DAR, etc.) to create small groups for teacher-led centers, differentiation, and center activities

PD Opportunity 1

Administration and coaches will provide set times weekly for collaborative planning to support planning and implementation of small group instruction, centers, and differentiation.

Facilitator

Administration/Coaches

Participants

Grade-Level Teachers

Schedule

Weekly, from 8/27/2015 to 6/10/2016

G1.B2 Increase of discipline problems

G1.B2.S1 During the 2014-2015 school year, there was an increase in student discipline/behavior issues that had a tremendous impact on student achievement.

PD Opportunity 1

Differentiated, Small-Group Instruction in Reading and Math each day that focuses on the remediation of skills

Facilitator

School-Based Leadership Team

Participants

K-5 Classroom Teachers, Instructional Coaches, Interventionists, Instructional Paraprofessionals

Schedule

Daily, from 9/4/2015 to 6/3/2016

PD Opportunity 2

Whole-Group, Small-Group and One-on-One Guidance Support

Facilitator

Mr. Neslon, School Counselor

Participants

PreK-5 Classroom Teachers, Resource Teachers

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Administration and coaches will provide set times weekly for collaborative planning to support planning and implementation of small group instruction, centers, and differentiation.	\$0.00
2	G1.B2.S1.A1	Differentiated, Small-Group Instruction in Reading and Math each day that focuses on the remediation of skills	\$0.00
3	G1.B2.S1.A2	Whole-Group, Small-Group and One-on-One Guidance Support	\$0.00
			Total: \$0.00