

Normandy Village Elementary School



2016-17 Schoolwide Improvement Plan

Normandy Village Elementary School

8257 HERLONG RD, Jacksonville, FL 32210

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 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	77%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	D	D

**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 12/11/2001.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Normandy Village Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Equip Teachers
Engage Students
Exceed Standards

b. 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.

2. School Environment

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

At the beginning of the school year, teachers seek to build relationships with students by conducting interest inventory surveys with students and seek feedback from parents. The surveys include finding out about students' strengths, hobbies, their learning styles, and subject areas that they feel they need improvement in.

School-wide, twice each grading period, teachers and students conduct data chats. During this time, teachers review reading and math levels with their students. As a result from the conferences, students set learning goals and strategies to reach their goals. In addition to establishing quarterly academic goals, students and teachers also talk about social and behavior goals.

Gallup Poll Survey

Duval County has a contract with the Gallop Poll. The purpose is to measure responses of teachers, and students view of school climate and career progression. Each year fifth grade student takes the survey two times. Teachers and administration analyzes student responses and use the data for improvement by initiating positive systems and strengthening our relationships with the students.

AWARE

Normandy is part of a district initiative with a grant that focus on mental health awareness and resources to help students, parents, and staff. Fourth and fifth grades will complete a survey that will record students responses of their feelings and attitudes toward school. Teachers, our AWARE counselor, school based counselor and administration will analyze data and establish a counseling action plan to help students.

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

Normandy Village creates an environment where all stakeholders feel safe and respected. The school's safety plan is monitored consistently by SERT (Safety Emergency Rescue Team). All faculty and staff members receive training on safety awareness and preparedness. During the training, SERT provide scenarios in which teams will role play how to respond. The school conducts drills: fire drills, code yellow and red, intruder, and tornado drills. The teachers review the various drills with students so they are

familiar with them.

We ensure all stakeholders are respected by creating a safe and collaborative environment where all voices are welcomed and where school wide decisions are developed from.

Additionally, students enter the building at 8:00 am to eat breakfast in the cafeteria (3rd-5th) and they are monitored by the school monitor and paraprofessionals in the cafeteria. Our Prek-2nd grade students are monitored by support staff. Students sit quietly in the hallway with a text in hand to either picture way through books or to read. Primary students receive breakfast in the classrooms beginning at 8:20am.

Anytime visitors enter the building, before, during, or after school, they must stop by the office to receive a visitors badge (they are color coded by day) before walking the building.

After school, students are categorized by the way in which they get home among their grade levels and are escorted by a teacher to the various destinations for dismissal.

c. 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.

Normandy Village is initiating a positive behavior program: HERO. HERO is an extension to our existing positive behavior program designed to track specific behaviors that have been a concern in the previous years. Through HERO, students will earn points by the following tracking behaviors: Display of Character Traits, Being On Task, Wearing School Uniforms, Coming to School on Time, Parent Involvement, and Academics: blended learning of Achieve 3000 where third-fifth grade students complete with 75% or higher 2 articles each week and iReady K-5 students who complete 45 minutes of lessons each week in Reading and Math. At the end of each month, the top three students from each grade level will be recognized for earning the most points.

Normandy has a comprehensive positive behavior plan, implemented school-wide, to help limit distractions and increase engagement of all students in the classroom environment. Our school has chosen to adopt Steven Covey's 7 Habits of Highly Effective Students to help develop personal responsibility for behavior.

Each classrooms has implemented a positive behavior system to address student behavior. A positive behavior chart, closely correlated to the 7 habits, is hung in each room. Students begin each day with a clothespin with their name clipped to the "Ready to Lead." When students have broken a rule or expectation the student's pin is moved down to a different section of the chart, labeled with reminders such as to "Don't Give Up: Don't get hung up on silly mistakes. Put first things first. You got what it takes." As students correct their behavior, or begin to meet expectations again, or if students are observed making appropriate choices, their clip can be moved be moved up the chart to indicate their good choices, to sections such as "Hip Hip Hooray, You found the leader in you today." 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. Students are given the opportunity to "clip back up" if they turn their behavior around and make better choices.

Each day student's conduct from the chart is recorded in the student's agenda to take home to parents. Intermediate classes and those who switch classes during the day, have modified the chart onto a paper recording system, easily traveling with students to each class as well as resource classes.

Parents are contacted about student discipline issues through notes in the agenda, phone calls, or emails with the classroom teachers. Conferences with parents may be scheduled to address additional concerns.

Tier 1 behavior referrals may be utilized by teachers to address ongoing issues after being addressed at the classroom level. These referrals aid teachers, administrators, and students to discuss possible causes and solutions to distracting behavior. Severe disciplinary incidents and Code of Conduct infractions are recorded on the district referrals and reviewed by the principal or assistant principal. Appropriate disciplinary consequences, as described by the Code of Conduct, will be assigned as necessary. The school discipline team, PBIS Leadership Team meets the second Friday of each month to address discipline trends noticed throughout the school. This team, comprised of teachers and administrators, have developed a plan for school expectations called the SOAR Matrix. SOAR defines our school-wide expectations: Show Respect, Own Actions, Accept Differences, Realize Potential. This plan provides a detailed description of student behavior expectations for classrooms, hallways, cafeteria, restrooms, playground, and bus loading areas. The SOAR matrix are displayed in each classroom; behaviors are discussed and modeled at the beginning of the school year and as needed as the year progresses. Throughout the school year, all teachers and support staff are trained on the 7 Habits expectations. In addition to PBIS Leadership Team meetings, issues are addressed, as needed, during monthly shared decision making team meetings.

Severe behavior issues can be discussed with the Navigation Rtl team. The team can discuss issues specific to an individual and assist in development of behavior plan and other interventions needed to address these issues. Positive Behavior Clip Chart and Clip Board.

Leaders of the Week

As a leadership school, we are studying the 7 Habits of Leadership by Stephen Covey. 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, their names are displayed on the Leaders bulletin board in the front of the school.

d. 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.

School Counselor

Our full time school guidance 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 receive 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.

Mentor/Mentee Program

Our goal is to match all identified bottom quartile students with a mentor of the faculty/staff. The expectation is for each mentor and mentee to match with identified students to improve their social-emotional skills through daily/weekly check-ins and serve as an additional support person in the building. We are also establishing mentors through our faith base partnerships. Youth ministries of the various

churches mentor identified students, at all grade levels, who have recurring social and behavioral concerns.

3. Early Warning Systems

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

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

Attendance team
RTI Team, MRT
Behavior Support
Push in support
Staff Mentoring Program: Each One; Teach One

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	10	6	4	4	10	0	0	0	0	0	0	0	47
One or more suspensions	0	3	1	0	1	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	1	1	2	9	0	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	24	20	16	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	4	4	9	12	8	0	0	0	0	0	0	0	37

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

Small group instruction to hone in on specific student deficiencies.
HERO program to promote student success (attendance, participation, and academic gains)
Support staff provides additional small group tutorials to identified students.
Staff Mentoring program (Each One; Teach One)

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

See Parent Involvement Plan

2. 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.

Faith-Based Partnerships

Normandy Village Elementary School currently has three 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, preparing the Back to School breakfast for teachers, donation of book bags and supplies and serving as mentors, etc...

Rise Church: Beautification of Staff Lounge, donation of umbrella for student picnic tables, donation of school supplies for students and classroom supplies for teachers, teacher incentive gift cards, etc...

Higher Ground Definition Church: Donated 100 student supply bags during school orientation, partnering with the school's mentor program, etc...

Mt. Bethel Missionary Baptist Church: Men ministry mentors identified male students in grades 3-5 each month. Their focus is on character traits.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Dunbar, Helen	Principal
Baker-Allen, Alicia	Instructional Coach
Simpson, Kristi	School Counselor
Wright, Angela	Assistant Principal
Dailo, Jean Paul	Instructional Coach
Rind, Lynne	Teacher, ESE

b. Duties

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

Helen S. Dunbar, Principal

Mrs. Dunbar has been an effective Instructional Leader and building principal for 10 years. She conducts on going classroom observations, evaluations and gives specific feedback for instructional improvement. Mrs. Dunbar believes in developing leaders in not only students but in teachers as well. She empowers teachers to tap in their talents and become facilitators of the learning process. Mrs. Dunbar plans, participates and facilitates professional learning communities with teams for weekly Common Planning. She analyzes and dissect student data, discuss student data with teachers and help brainstorm with teachers effective practices to implement for student achievement. Mrs. Dunbar strives to create a collaborative environment and sustain capacity within the school.

Angela Wright, Assistant Principal

Mrs. Wright has been an effective instructional leader for 7 years. She conducts on going classroom observations, evaluations and gives specific feedback for instructional improvement. Mrs. Wright plans, participates and facilitate professional learning communities with teams for weekly common planning. She analyzes and dissect student data, discuss student data with teachers and help brainstorm with teachers effective practices to implement for student achievement.

Jean-Paul Dailo, Math Coach

Mr. Dailo provides support during Collaborative Planning with planning explicit whole-group and small group instruction aligned to the Mathematical Practices and the Mathematics Florida Standards. He also assists teachers with using data to develop differentiated center work. He plans, participates and facilitates professional learning communities with teams for weekly Common Planning. Mr. Dailo analyzes and dissect student data, discuss student data with teachers and help brainstorm with teachers effective practices to implement for student achievement. Mr. Dailo also provides small group remediation and instruction to focused group students in the intermediate grades two times a week.

Alicia Baker-Allen, reading Instructional Coach

Mrs. Baker-Allen supports teachers with ELA instruction in all grade levels. Mrs. Baker-Allen plans, participates and facilitates professional learning communities with teams for weekly Common Planning. She analyzes and dissect student data, discuss student data with teachers and help brainstorm with teachers effective practices to implement for student achievement. Mrs. Baker-Allen serves as our Professional Development Facilitator. She leads the novice teacher program by matching teachers with mentors and provide on-going support of meeting the requirements as deemed by the district for successful completion of the MINT program.

Lynne Rind, Behavioral Support Site Coach

Mrs. Rind 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. She works beside our school guidance and administration on Response to Intervention. She meets with teachers and teams weekly to problem solve through behavioral and academic concerns by offering support and resources. Mrs. Rind spears our Eagle Leadership Peer Mediation Club. She teaches students to resolve problems from conflict resolutions and to serve as role models among peers. Mrs. Rind also serves on our positive behavior intervention team to analyze and problem solve through school-wide systems.

Kristi Simpson, School Guidance

Ms. Simpson facilitates professional development and provides resources for successful implementation

of the RtI process. She 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. Ms. Simpson works closely with our school social worker to identify and provide resources to families and students, regularly analyze student achievement, attendance, and behavior data, and develop programs addressing academic, career, and personal/social development of all students. Additionally, Ms. Simpson conduct individual and small group counseling sessions, teach classroom guidance lessons, collaborate with various stakeholders, and refer families to community agencies for services.

2. 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.

Normandy Village has core content leadership teams that meet once a month. During those meetings teams analyze student work and data to measure our goals to meeting our learning targets and grade level Florida State Standards benchmarks. Teams collaborate on various initiatives to implement that will include parental involvement to bridge learning gaps between home and school.

More specifically, leadership teams 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.

In addition, Instructional Support/District personnel will provide additional support as needed. Normandy Village is a Title 1 school who receives local, state and federal allocations. All entities are integrated throughout the school making positive impact within various organizations and safety nets. We use Title 1 funds to (1) purchase technology in the classroom (2) allocate one-half of the media specialist salary in order to maintain full time media, (3) allocate for one full time reading interventionist (4) pay for admission and transportation to various school trips for students and (5) allocate salaries for our early learning programs.

School Improvement Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile subgroups of students in ELA and Math.

The Fresh Fruit and Vegetable Grant program, funded by federal funds in conjunction with our school improvement plan and daily instruction is developing the whole child. Students receive fresh fruit/vegetables three times a week. This is a school wide program educating students and parents on increasing healthy lifestyle choices.

All federal and local funds are used to help improve student achievement and social growth.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Christin Quattrone	Education Support Employee
Helen S. Dunbar	Principal
Misty Papp	Parent
Betha-Tate	Teacher
Washington	Business/Community
Elizaeth Carroll	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

*The School Advisory Committee (SAC) will meet on Thursday, September 22, 2016 @ 4:00 to review the 2015-2016 School Improvement Plan (SIP) and review the draft of the 2016-2017 SIP. We will evaluate the learning targets, strategies, and programs from last year.

b. Development of this school improvement plan

The first SAC Meeting for the 2016-2017 school year will be held on September 22, 2016. School Administration will introduce the learning targets and goals, proposed strategies, need assessment and budget. During this meeting, the SAC will have the opportunity to give input for the 2016-2017 school improvement plan.

c. Preparation of the school's annual budget and plan

The SAC will meet on Thursday, September 22, 2016 to discuss the usage of School Improvement Funds. If our school improvement allocation is not available, the principal will propose ideas for usage of the school improvement funds and open the meeting for discussion.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dunbar, Helen	Principal
Baker-Allen, Alicia	Instructional Coach
Simpson, Kristi	School Counselor
Wright, Angela	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Literacy Leadership Team will immerse with understanding the Florida State Standards with a focus on text complexity and extended responses. The team will study research based learning that will help identify complex text and translate the learning to the classroom to provide rich, rigorous and authentic work in a diverse classroom setting. The team will also support the district's initiative with data based literacy centers and meeting annual reading goals. Teachers will become familiar with the writing rubric as determined by the state to ensure the quality of writing aligns with the state requirements. The school continues to support and monitor the 25 Book Challenge at all grade levels. This team will help monitor and determine next steps with Tier II and Tier III instruction. Samples of student response to reading/complex text and writing will be analyzed and discussed at each quarter of the school year.

D. Public and Collaborative Teaching

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

1. 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 (Tuesdays) 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 two grade levels on a rotating schedule from 8:40-10:40 and 12:15-2:15 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 monthly in efforts to support beginning teachers as well as those that are new to our school and the district.

Positive synergy created from the leadership team, faculty, and staff creates a student-centered environment and provides for an encouraging and interactive culture. Social committee gatherings, faculty socials, and faculty team building retreats provide opportunities for teachers and staff member to connect, strengthen, and maintain a positive culture. To further support our unison, primary classes adopt intermediate classes for support during high-stake testing.

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

1. Preplanning Training (Principal, Assistant Principal, SchoolBased Instructional Coaches)
2. District Teacher Academy (District Language Arts, Math & Science Directors and Specialists)
3. Regular meetings of new teachers with principal and PDF. (Principal, Assistant Principal, Mentors and PDF)
4. Partnering new teachers with veteran highly effective and highly qualified teachers. (Principal, Assistant Principal, and PDF)
5. Weekly participation in Professional Learning Communities with grade levels to plan instruction, analyze student work and use data to drive instruction. (Principal, SchoolBased Instructional Coaches, PDF)
6. Individualized Professional Development to strengthen teacher content knowledge. (Principal, Assistant Principal, SchoolBased Instructional Coaches, District Language Arts, Math & Science Specialists)
7. Provide Coaching Learning Cycles to support teachers (School Based Instructional Coaches)
8. Recruitment Strategy Market Normandy by sharing our successes that we have in place and focus on our school's positive practices (Principal, Assistant Principal, SchoolBased Instructional Coaches)

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

*Mentor/Mentee Meetings meet monthly for formal meetings 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.

To increase understanding of effective academic practices the mentors and mentees are meeting weekly in informal sessions to remain abreast of information and of learning trends. Also, to foster a continuous quality improvement process and alleviate the pitfalls that new teachers may encounter, we have assigned highly effective and highly qualified teachers with an extensive backgrounds in multiple subject ares to mentor novice teachers. Additionally, teachers serve as positive role models throughout the school. To build a positive and welcoming school culture that incorporates all staff members into Normandy's family, we enlist the strengths of all staff members and recognize their special talents to sustain building capacity. Activities include: * Instructional Coaches conducting CLC's and PLC's

* Mentors will plan, model and coteach lessons using gradual release

* Principal and Assistant Principal will provide opportunities for observation of master teachers

* Principal, Assistant Principal, Instructional Coaches, and Mentors will meet with Mentees to clarify school operational procedures.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 is DUVAL Reads. The K-2 curriculum teaches through read alouds; the 3-5 curriculum teaches expeditionary learning 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 and blended learning by usage of Achieve 3000 and/or iReady. 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-2 receives dedicated instruction to enhance phonological and phonemic awareness through the SAXON program.

K-5 Mathematics: The core (whole-group instruction) curriculum 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 and blended learning by usage of iReady. Other rotations will be created and implemented based on skill deficits according to assessment data.

K-5 Science: The science curriculum is developed by the Elementary District Science Department based on the Next Generation Sunshine State Standards. Students are given opportunities for investigative and lab inquiries at least once a week. Blended learning is available for grade 5 by usage of GIZMO and Penda Learning.

b. Instructional Strategies

1. 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 Interventionists will collect, review, and analyze multiple sets of data to provide intensive, individualized support to increase reading 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.

We implement Rtl instruction with students who have been identified in areas of weakness. The students are given other resources (computer base iReady, Barton Reading & Spelling System, Intervention for Math from Envisions) to supplement standards

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

2. 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: Before School Program

Minutes added to school year: 10,800

Leadership teams meet before school to receive professional development and collaboratively plan with colleagues. Student work is analyzed and matched with Florida State Standards Item Specifications. Each team use effective instructional practices to increase student achievement.

Strategy Rationale

If teachers dedicate time before school to effectively plan (using Item Specifications) and collaborate on effective teaching practices then student achievement and proficiency should increase.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dunbar, Helen, dunbarh@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.). These data sets from the beginning, middle, and end will be used to compare growth and also identify where any modifications are needed.

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Normandy Village is an early learning center. We are in our first year with the Head Start program. The Headstart program hosts monthly parent informational sessions with the families as well as community members. During these meetings, the schools mission and vision is shared.

PreK classes are encouraged to visit kindergarten classes for a variety of activities throughout the school year. This provides an opportunity for students to meet the kindergarten teachers and become familiar with some of the kindergarten instructional routines. Kindergarten teachers attend the Pre-

K meeting to answer questions and provide an overview of expectations for the next grade level. Teachers are supplied with class lists as early as possible before the start of school. Teachers contact families prior to the first day in an effort to build relationships and open communication early. PreK teachers participate in cross grade level articulation with our kindergarten teachers to learn what their students are expected to know upon entering kindergarten. With the support of the District Pre-school specialist, teachers will plan effective lessons to transfer into the teaching practice.

All 5th grade parents are invited to come out to receive information about the various middle school options. Various representatives from middle schools are invited to come out to share with the parents. Also the guidance counselor schedules sessions to discuss middle school with the students.

b. College and Career Readiness

1. 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

Normandy's head start program hosts monthly parent orientation and informational sessions with families and community members to share our mission and vision.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If students are actively engaged accepting ownership for their learning and actions, then the whole child will develop and student achievement will increase.

Strategic Goals Detail

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

G1. If students are actively engaged accepting ownership for their learning and actions, then the whole child will develop and student achievement will increase. **1a**

 G086981

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	63.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal **3**

- Teacher lack of knowledge and skills of Florida Standards and effective instructional pedagogy
- Student self esteem and motivation impedes learning
- Parents unfamiliar with state standards and curriculum resources.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Weekly collaborative planning sessions with school-based leadership team
- Instructional support staff (Reading and Math Coaches)
- Full-time Reading Interventionists
- District Specialists (ELA, Math, Science)
- i-Ready Blended Learning (K-2) (3-5 through January) Reading and Mathematics
- Achieve 3000 (3-5)
- AWARE grant for mental health resources
- PBIS plan fully implemented with HERO to help motivate students
- Full-Time Kindergarten Instructional Paraprofessional
- AmeriCorps Reading Tutors with 2nd and 3rd grades
- Supplemental Resources: LLI (Level Literacy Intervention)
- Mentor and Mentee program
- Dedicated Science Labs
- Duval Math - Parent Letters
- DCPS Website - Parent Academy (K-5)

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

Helen Dunbar

Schedule

Triannually, from 9/6/2016 to 5/29/2017

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. Student progress will be tracked and visual for data discussion and awareness.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Angela Wright

Schedule

Monthly, from 9/6/2016 to 5/29/2017

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

Teachers will be introduced to various engagement protocols throughout the year-common planning, WOW, faculty meetings, etc..

Person Responsible

Alicia Baker-Allen

Schedule

Weekly, from 9/5/2016 to 5/29/2017

Evidence of Completion

CAST evaluation indicates an increase of teachers implementing engagement protocols On going classroom observation and classroom walkthroughs to monitor active engagement protocols

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 students are actively engaged accepting ownership for their learning and actions, then the whole child will develop and student achievement will increase. **1**

 G086981

G1.B1 Teacher lack of knowledge and skills of Florida Standards and effective instructional pedagogy **2**

 B231219

G1.B1.S1 Many teachers lack understanding Florida State Standards grade level expectations and how to effectively facilitate instruction. **4**

 S243936

Strategy Rationale

Historically, with a high teacher turnover rate, there is a continuous need to build background knowledge of standards which decreases time modeling and coaching on effective instructional delivery strategies. As a result, student achievement remains stagnant or decline.

Action Step 1 **5**

During collaborative planning, teachers will plan lessons that will build upon previous standards, meeting the expectations of current standards, and prepare for future lessons/standards.

Person Responsible

Helen Dunbar

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Informal and formal observations will be conducted

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

Administration will conduct formal and informal classroom observations.

Person Responsible

Helen Dunbar

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Classroom walk through feedback, CAST instrument with next steps for instructional delivery

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

Differentiated lesson plans and instructional delivery will be monitored for effectiveness

Person Responsible

Angela Wright


Schedule

Weekly, from 9/5/2016 to 6/2/2017


Evidence of Completion

Student data from assessments, data chats, common planning conversations during planning lessons

G1.B2 Student self esteem and motivation impedes learning 2

 B231220

G1.B2.S1 Implementing highly effective engagement protocols in lessons will increase student participation and motivation to learn. 4

 S243937

Strategy Rationale

The majority of our students are performing below grade level in reading, mathematics and science which results to low self-esteem, lack of motivation, and an increase in student discipline.

Action Step 1 5

Professional development with engagement strategies and protocols

Person Responsible

Jean Paul Dailo

Schedule

Biweekly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Monitor the effectiveness of engagement strategies and protocols monthly by classroom walkthroughs and feedback

Action Step 2 5

During common planning work with teachers to embed specific engagement protocols within lessons

Person Responsible

Jean Paul Dailo

Schedule

Weekly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Lesson plans will include a minimum of one engagement protocol to be imbedded within lessons. Through classroom walk through, observations of look fors -engagement protocols will be expected with feedback.

Action Step 3 5

Provide modeling and support in the classroom

Person Responsible

Alicia Baker-Allen

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Instructional coaching logs for collaborative planning and support also the coaches feedback dialogue form with teachers will indicate teacher's levels of additional support, if needed, an action plan for continuous improvement and implementation.

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

Monitoring the implementation of effective engagement protocols embedded in lessons

Person Responsible

Helen Dunbar

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of data collected through data dashboards from during classroom walk through, informal and formal observations, the Principal and Assistant Principal will monitor engagement protocols that will promote students to be actively engaged in lessons.

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

Monitoring the number of referrals and discipline of students during instructional time frame with the Assistant Principal, School Counselor, and Behavior Support Site Coach

Person Responsible

Angela Wright

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

The team will meet to review monthly referral data, to pinpoint the number of referrals during classroom instruction. Classrooms that are identified with high number of referrals during instruction will receive support from the Site Coach or Instructional Support personnel.

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

Each One; Teach One

Person Responsible

Kristi Simpson

Schedule

Monthly, from 9/19/2016 to 6/2/2017


Evidence of Completion

On going progress monitoring of identified Level 1 and Level 2 students who have been matched with a mentor. The team will triangulate various data (academic, behavior, and attendance) throughout the school year.

G1.B3 Parents unfamiliar with state standards and curriculum resources. 2

 B231221

G1.B3.S1 Provide on-going parent parent sessions on grade level expectations along with the Florida States Standards overview. 4

 S243938

Strategy Rationale

Parents may struggle with being able to fully assist their children with academics due to not understanding Florida State Standards grade level expectations.

Action Step 1 5

Provide on-going parent sessions on grade level expectations along with the Florida States Standards overview.

Person Responsible

Alicia Baker-Allen

Schedule

Quarterly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Parent Log of attendance, monitoring students mid-term progress reports and end of nine weeks report cards for student increases in ELA and Mathematics.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

On-going parent training sessions

Person Responsible

Helen Dunbar

Schedule

Quarterly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Parent attendance logs and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent Training Session Attendance

Person Responsible


Schedule

Quarterly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Attendance logs and parent survey feedback/results

G1.B3.S2 Grade levels will increase on-going communication including what units of study overview for ELA, Mathematics, and Science. Each overview will also provide parents with examples of what meeting the standards exemplars. 4

 S243939

Strategy Rationale

Standards have changed within the past years and many parents are not abreast of methods to teach their children (specifically math and text base writing). Therefore, providing examples will help parents to successfully work with their children at home.

Action Step 1 5

Grade levels will increase on-going communication including what units of study overview for ELA, Mathematics, and Science. Each overview will also provide parents with examples of what meeting the standards exemplars.

Person Responsible

Jean Paul Dailo

Schedule

Quarterly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Grade levels quarterly newsletters The use of district mathematics parent communication
Achieve 3000 Lexile level update parent letter iReady parent letters

G1.B3.S3 Healthy Bodies and Healthy Minds: Provide parent sessions on understanding mental health signs and warnings **4**

 S243940

Strategy Rationale

Many children are not showing levels of success at school because many are experiencing mental health symptoms and are going untreated.

Action Step 1 **5**

Healthy Bodies and Healthy Minds: Provide parent sessions on understanding mental health signs and warnings

Person Responsible

Helen Dunbar












Schedule

On 3/23/2017







Evidence of Completion

An increase in attendance of parents Survey completed by parents will be reviewed and discussed with AWARE specialist Monitor the effectiveness of the parent session by working closely with school guidance, AWARE liaison and school social worker to calculate the number of parents who optimize resources with fidelity.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S3.A1  A315681	Healthy Bodies and Healthy Minds: Provide parent sessions on understanding mental health signs and...	Dunbar, Helen	3/23/2017	An increase in attendance of parents Survey completed by parents will be reviewed and discussed with AWARE specialist Monitor the effectiveness of the parent session by working closely with school guidance, AWARE liaison and school social worker to calculate the number of parents who optimize resources with fidelity.	3/23/2017 one-time
G1.MA1  M327436	iReady, Achieve 3000, DCPS Baseline/ Post, Curriculum Guide Assessment, and Teacher-Made Assessment...	Dunbar, Helen	9/6/2016	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. Student progress will be tracked and visual for data discussion and awareness.	5/29/2017 triannually
G1.MA2  M327437	Each student in Grades K-5 have a Leadership Binder that will be used to showcase student data,...	Wright, Angela	9/6/2016	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.	5/29/2017 monthly
G1.MA3  M327438	Teachers will be introduced to various engagement protocols throughout the year-common planning,...	Baker-Allen, Alicia	9/5/2016	CAST evaluation indicates an increase of teachers implementing engagement protocols On going classroom observation and classroom walkthroughs to monitor active engagement protocols	5/29/2017 weekly
G1.B3.S1.MA1  M327434	Parent Training Session Attendance		10/4/2016	Attendance logs and parent survey feedback/results	5/30/2017 quarterly
G1.B3.S1.MA1  M327435	On-going parent training sessions	Dunbar, Helen	10/4/2016	Parent attendance logs and agendas	5/30/2017 quarterly
G1.B3.S1.A1  A315679	Provide on-going parent sessions on grade level expectations along with the Florida States...	Baker-Allen, Alicia	10/4/2016	Parent Log of attendance, monitoring students mid-term progress reports and end of nine weeks report cards for student increases in ELA and Mathematics.	5/30/2017 quarterly
G1.B3.S2.A1  A315680	Grade levels will increase on-going communication including what units of study overview for ELA,...	Dailo, Jean Paul	10/4/2016	Grade levels quarterly newsletters The use of district mathematics parent communication Achieve 3000 Lexile level update parent letter iReady parent letters	5/30/2017 quarterly
G1.B1.S1.MA1  M327429	Differentiated lesson plans and instructional delivery will be monitored for effectiveness	Wright, Angela	9/5/2016	Student data from assessments, data chats, common planning conversations during planning lessons	6/2/2017 weekly
G1.B1.S1.MA1  M327430	Administration will conduct formal and informal classroom observations.	Dunbar, Helen	9/12/2016	Classroom walk through feedback, CAST instrument with next steps for instructional delivery	6/2/2017 weekly
G1.B1.S1.A1  A315675	During collaborative planning, teachers will plan lessons that will build upon previous standards,...	Dunbar, Helen	9/12/2016	Informal and formal observations will be conducted	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M327431	Monitoring the number of referrals and discipline of students during instructional time frame with...	Wright, Angela	10/3/2016	The team will meet to review monthly referral data, to pinpoint the number of referrals during classroom instruction. Classrooms that are identified with high number of referrals during instruction will receive support from the Site Coach or Instructional Support personnel.	6/2/2017 monthly
G1.B2.S1.MA3  M327432	Each One; Teach One	Simpson, Kristi	9/19/2016	On going progress monitoring of identified Level 1 and Level 2 students who have been matched with a mentor. The team will triangulate various data (academic, behavior, and attendance) throughout the school year.	6/2/2017 monthly
G1.B2.S1.MA1  M327433	Monitoring the implementation of effective engagement protocols embedded in lessons	Dunbar, Helen	8/22/2016	Evidence of data collected through data dashboards from during classroom walk through, informal and formal observations, the Principal and Assistant Principal will monitor engagement protocols that will promote students to be actively engaged in lessons.	6/2/2017 monthly
G1.B2.S1.A1  A315676	Professional development with engagement strategies and protocols	Dailo, Jean Paul	9/13/2016	Monitor the effectiveness of engagement strategies and protocols monthly by classroom walkthroughs and feedback	6/2/2017 biweekly
G1.B2.S1.A2  A315677	During common planning work with teachers to embed specific engagement protocols within lessons	Dailo, Jean Paul	9/13/2016	Lesson plans will include a minimum of one engagement protocol to be imbedded within lessons. Through classroom walk through, observations of look fors -engagement protocols will be expected with feedback.	6/2/2017 weekly
G1.B2.S1.A3  A315678	Provide modeling and support in the classroom	Baker-Allen, Alicia	9/19/2016	Instructional coaching logs for collaborative planning and support also the coaches feedback dialogue form with teachers will indicate teacher's levels of additional support, if needed, an action plan for continuous improvement and implementation.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If students are actively engaged accepting ownership for their learning and actions, then the whole child will develop and student achievement will increase.

G1.B1 Teacher lack of knowledge and skills of Florida Standards and effective instructional pedagogy

G1.B1.S1 Many teachers lack understanding Florida State Standards grade level expectations and how to effectively facilitate instruction.

PD Opportunity 1

During collaborative planning, teachers will plan lessons that will build upon previous standards, meeting the expectations of current standards, and prepare for future lessons/standards.

Facilitator

Instructional Coaches and Administrators

Participants

K-5 Teachers

Schedule

Weekly, from 9/12/2016 to 6/2/2017

G1.B2 Student self esteem and motivation impedes learning

G1.B2.S1 Implementing highly effective engagement protocols in lessons will increase student participation and motivation to learn.

PD Opportunity 1

Professional development with engagement strategies and protocols

Facilitator

School-Based Leadership Team

Participants

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

Schedule

Biweekly, from 9/13/2016 to 6/2/2017

PD Opportunity 2

During common planning work with teachers to embed specific engagement protocols within lessons

Facilitator

School-based Leadership Team

Participants

PreK-5 Classroom Teachers, Resource Teachers

Schedule

Weekly, from 9/13/2016 to 6/2/2017

PD Opportunity 3

Provide modeling and support in the classroom

Facilitator

School-based Leadership Team

Participants

K-5 Classroom Teachers, Resource Teachers and Paraprofessionals

Schedule

Weekly, from 9/19/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During collaborative planning, teachers will plan lessons that will build upon previous standards, meeting the expectations of current standards, and prepare for future lessons/ standards.	\$0.00
2	G1.B2.S1.A1	Professional development with engagement strategies and protocols	\$0.00
3	G1.B2.S1.A2	During common planning work with teachers to embed specific engagement protocols within lessons	\$0.00
4	G1.B2.S1.A3	Provide modeling and support in the classroom	\$0.00
5	G1.B3.S1.A1	Provide on-going parent sessions on grade level expectations along with the Florida States Standards overview.	\$0.00
6	G1.B3.S2.A1	Grade levels will increase on-going communication including what units of study overview for ELA, Mathematics, and Science. Each overview will also provide parents with examples of what meeting the standards exemplars.	\$0.00
7	G1.B3.S3.A1	Healthy Bodies and Healthy Minds: Provide parent sessions on understanding mental health signs and warnings	\$0.00
Total:			\$0.00