

Duval County Public Schools

# Normandy Village Elementary School



2017-18 Schoolwide Improvement Plan

## Normandy Village Elementary School

8257 HERLONG RD, Jacksonville, FL 32210

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	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 is pending approval by the Duval County School Board.

### 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Normandy Village Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Our mission is to equip teachers, engage students and establish positive relationships with all students.

##### b. Provide the school's vision statement.

Our vision is to cultivate a culture of academic and social achievement in all students that will prepare them for 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: Class DoJo. Class DoJo is an extension to our existing positive behavior program designed to track specific behaviors that have been a concern in the previous years. Through Class DoJo, students will earn points by the following tracking behaviors: Display of Character Traits, Students are in school uniform; including bottom (navy blue, black, or khaki pants, shorts, and skorts)

Active student participation, completion of daily assignments and home learning, Conduct: Students must have an A or B conduct which includes all areas beyond the classroom, No office referrals handled by administration, and Attendance: Student is present each day. Students will not earn a point if absence is marked as unexcused

In addition Academics has been added as part of ways students can earn Class DoJo: 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. With our partnership through AWARE Youth Mental Health, our school practices and implements Calm Classrooms techniques through daily lessons and discussions from Second Steps, and the 7 Habits of Leadership to help develop personal responsibility for owning and recognizing behaviors.

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.

In addition, parents receive immediate feedback from teachers through Classroom DoJo via email. 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 Thursday 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.. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### 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 Bi-Weekly meetings and follow up with teachers  
Monthly MDRT staffing, meeting  
Behavior Support  
Push in support by Varying Exceptional Teachers  
Partnership with AmeriCorps for reading remedial assistance (3 FT tutors)  
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	10	4	5	2	7	12	0	0	0	0	0	0	0	40
Course failure in ELA or Math	2	1	2	13	2	0	0	0	0	0	0	0	0	20
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.  
Class DoJo 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)  
RTI Team Bi-Weekly meetings and follow up with teachers  
Partnership with AmeriCorps for reading remedial assistance (3 FT tutors)

### B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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 school supplies for students and classroom supplies for teachers, teacher incentive gift cards, donation of school uniforms, volunteers within the school to support teachers

Higher Ground Definition Church: Donated 100 student supply bags during school orientation, partnering with the school's mentor program, provides snacks and treats to staff

**Community base Partnerships**

SNAP (Stop Now and Plan): is an agency that works with identified students who have displayed anger and impulsiveness. The agency conducts small group sessions with the focus on Character Traits.

Girl Matter: Serves as a full service initiative to Normandy Village to work with identified VPK-5 girls referred by the teachers. There will be weekly sessions with trained college interns to conduct 40-45 minute sessions.

**Communities in Schools**

CIS has partnered with Normandy Village in 2 capacities: AmeriCorps reading tutors. We have 3 Ft tutors and 1 PT tutor who help remediation of reading skills and comprehension. In Addition, CIS sponsors an after school program for grades K-5 to enhance reading and expose students to various recreational activities.

**C. Effective Leadership**

## 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 11 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 8 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 spearheads 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 conducts individual and small group counseling sessions, teach classroom guidance lessons, collaborate with various stakeholders, and refer families to community agencies for services. School Guidance lessons are weekly prioritizing with intermediate grades and then primary.

**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 Instructional Leadership Teams that meet twice 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 STEAM Cultural trips (5) allocate Math Instructional Coach  
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
Leslie Washington	Business/Community
Helen S. Dunbar	Principal
Jessi Pullen	Business/Community
Arieen Rodriquez	Parent
Felicia Betha-Tate	Teacher
Alicia Allen	Education Support Employee
Ivey Murphey	Education Support Employee
Michelle Sidwell	Parent
Carolyn Lynn	Business/Community
Michele Lewis	Parent
Ernest Almond	Business/Community
Jim Wernisch	Business/Community

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

\*The School Advisory Committee (SAC) met each month during the 2016-2017 school year to evaluate the school improvement plan and discuss on-going action plan. The principal led each meeting and provided data and evidence of the school's progress of learning targets, strategies, and programs from last year. The SAC also gave input and suggestions to school's 2016-2017 budget expenditures.

##### *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.**

SAC voted to use School Improvement Funds last school on providing incentives for students who showed at least a year's growth on end of the year diagnostics assessments.

**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
Wright, Angela	Assistant Principal
Dailo, Jean Paul	Instructional Coach
Hiers, Christina	Other

**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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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 twice a week (Thursday and Friday) 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 (vertical articulation of intermediate grade levels) 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. WOW will focus on Vertical Articulation based on content area.

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 Interventionist 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 Interventionist 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 first have been identified based on diagnostic assessments as being significantly below grade level with reading and math deficiency. The students are given other resources (computer base iReady, Barton Reading & Spelling System, LLI, Reading for Instruction, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 second year with the Head Start program. The Head Start program hosts monthly parent informational sessions with the families as well as community members. During these meetings, the schools mission and vision is shared.

VPreK 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.**

With partnership through the following organizations students have the opportunity to receive mentors and participate college and career fair this spring. In addition, several of our mentees are college students who will introduce various field of studies students can begin thinking of.

Normandy Village will also focus primarily with fifth grade students to help them with goal setting and middle school transition opportunities. School guidance will coordinate with the district's magnet and school choice department to educate parents and students of middle school options.

### **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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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

**1** = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all stakeholders (teachers, staff, students and parents/caregivers) are actively engaged accepting ownership for their responsibilities and learning, then teacher knowledge and facilitation of instruction will effectively increase and students will demonstrate proficient levels of understanding which will result to an overall increase of school performance.

## 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 all stakeholders (teachers, staff, students and parents/caregivers) are actively engaged accepting ownership for their responsibilities and learning, then teacher knowledge and facilitation of instruction will effectively increase and students will demonstrate proficient levels of understanding which will result to an overall increase of school performance. **1a**

G098310

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	46.0
FCAT 2.0 Science Proficiency	46.0

**Targeted Barriers to Achieving the Goal** **3**

- Teacher novice skill set of Florida State Standards and the ability to instruct effectively using successful engagement strategies.
- Student self esteem, motivation and lack of accepting ownership impedes learning
- Parents unfamiliarity with state standards and curriculum resources in addition to lack of parental involvement and accepting responsibility hinders their children for accepting ownership of learning

**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 Interventionist
- District Specialists (ELA, Math, Science) support with teachers and school
- 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 Class DOJO to help motivate students
- Full-Time Kindergarten Instructional Paraprofessional
- AmeriCorps Reading Tutors with grades 1-5
- Supplemental Resources: LLI (Level Literacy Intervention), LAFS, Envision Intervention Kit for Mathematics, Zearn, Ten Marks, PENDA Learning for Science
- Mentor and Mentee program
- Dedicated Science Labs once a week in all classrooms
- Duval Math - Parent Letters
- DCPS Website - Parent Academy (K-5)

**Plan to Monitor Progress Toward G1. 8**

On going monthly progress monitoring of iReady, Achieve 3000 will be tracked and displayed in the school. Each month there will be established goals and incentives for students and teachers.

**Person Responsible**

Helen Dunbar

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

**Evidence of Completion**

School-Wide Data Display: 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/Portfolio of individual student data tracking. The data tracking documents will show student progression as well as goal setting for end of year targets by tracking monthly growth monitoring.

**Person Responsible**

Angela Wright

**Schedule**

Monthly, from 9/11/2017 to 5/29/2018

**Evidence of Completion**

Student Data Binders/Portfolios: Each student in Grades K-5 has his/her own Success Binder/Portfolio that is accessible to them to monitor and showcase their academic/behavioral progress. Students monitor their progress and track their percentages and Lexile growth on the blended 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 9/11/2017 to 5/29/2018

**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

**Plan to Monitor Progress Toward G1. 8**

As a wrap around service, we will promote and track parental involvement throughout the school year

**Person Responsible**

Angela Wright

**Schedule**

Quarterly, from 9/25/2017 to 5/21/2018

***Evidence of Completion***


Parent Sign in forms and parent feedback/surveys

## 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


 = Problem Solving Step       S123456 = Quick Key



**G1.** If all stakeholders (teachers, staff, students and parents/caregivers) are actively engaged accepting ownership for their responsibilities and learning, then teacher knowledge and facilitation of instruction will effectively increase and students will demonstrate proficient levels of understanding which will result to an overall increase of school performance. **1**

 G098310

**G1.B1** Teacher novice skill set of Florida State Standards and the ability to instruct effectively using successful engagement strategies. **2**

 B264490

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

 S280181

### **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****

ELA-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. Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.

#### **Person Responsible**

Alicia Baker-Allen

#### **Schedule**

Weekly, from 8/21/2017 to 6/1/2018

#### **Evidence of Completion**

Classroom Walk-through as follow up, Informal observations, analyzing student work

## Action Step 2 5

Mathematics-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. Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.

### **Person Responsible**

Jean Paul Dailo

### **Schedule**

Weekly, from 8/21/2017 to 6/1/2018

### **Evidence of Completion**

Classroom Walk-through as follow up, Informal observations, analyzing student work

## Action Step 3 5

Science-Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.

### **Person Responsible**

Helen Dunbar

### **Schedule**

Biweekly, from 8/21/2017 to 6/1/2018

### **Evidence of Completion**

Classroom Walk-through as follow up, observations, and analyzing student work/data

## Action Step 4 5

As wrap around services and academic focus strategies, the principal will work with district support to hold professional development and establish proper monitoring tools to ensure fidelity of implementation.

### **Person Responsible**

Helen Dunbar

### **Schedule**

Monthly, from 9/25/2017 to 5/21/2018

### **Evidence of Completion**

Progress monitoring tools established during action planning meeting.

**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 8/28/2017 to 6/1/2018

**Evidence of Completion**

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

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

The principal along with the instructional leadership team, will use the action plan developed by the principal and district support to monitor the fidelity of implementation.

**Person Responsible**

Helen Dunbar

**Schedule**

Biweekly, from 9/25/2017 to 5/21/2018

**Evidence of Completion**

Progress monitoring tool/rubric established during action planning meeting

**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 8/21/2017 to 6/1/2018

**Evidence of Completion**

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

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

Review needs assessment, action plan goals and PD to ensure complete alignment

**Person Responsible**

Helen Dunbar

**Schedule**

Biweekly, from 9/25/2017 to 5/21/2018

***Evidence of Completion***

**G1.B1.S2** Overall, Tier 2 supports and resources is lacking for successfully increasing academic gains in all core content areas. 4

S280182

### Strategy Rationale

Providing Tier 2 supports is a challenge for teachers for many teachers do not know what research supports/resources to use for small group instruction.

### Action Step 1 5

School-wide, K-5, teachers will use researched based supplemental resources for small group instruction-Levelled Literacy Intervention (LLI). Time allotted for small group instruction will increase (which will be reflected in their instructional schedule).

#### Person Responsible

Alicia Baker-Allen

#### Schedule

Weekly, from 9/27/2017 to 5/23/2018

#### Evidence of Completion

Teachers will record and monitor student progress using the weekly Intervention Record from LLI

### Action Step 2 5

K-3 teachers will use Saxon Phonics and Spelling program for small group instruction with Tier 1 and Tier 2/3 Intervention for grade 3

#### Person Responsible

Alicia Baker-Allen

#### Schedule

Daily, from 8/28/2017 to 5/28/2018

#### Evidence of Completion

Monitor assessments, Charts, student work

**Action Step 3** 5

As a Tier 2 Intervention, teachers will use iReady toolkit resource for small group instruction

**Person Responsible**

Alicia Baker-Allen

**Schedule**

Weekly, from 9/5/2017 to 5/28/2018

**Evidence of Completion**

Monitor student progress by reports from iReady

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Tier 2 supports will be used in small group instruction and will be monitored for fidelity of implementation

**Person Responsible**

Alicia Baker-Allen

**Schedule**

Biweekly, from 8/28/2017 to 5/28/2018

**Evidence of Completion**

Review of Intervention Records and student work

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Monitor teacher usage and student progression of Tier 2 interventions

**Person Responsible**

Helen Dunbar

**Schedule**

Biweekly, from 8/28/2017 to 5/28/2018

**Evidence of Completion**

Student work and intervention record

**G1.B2 Student self esteem, motivation and lack of accepting ownership impedes learning** 2

 B264491

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

 S280183

**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**

Alicia Baker-Allen

**Schedule**

Biweekly, from 9/11/2017 to 6/1/2018

**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 9/11/2017 to 6/1/2018

**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 to increase student engagement and motivation

#### **Person Responsible**

Alicia Baker-Allen

#### **Schedule**

Weekly, from 9/11/2017 to 6/1/2018

#### **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.

### Action Step 4 5

Through wrap around services, in collaboration with the IMPACT team, the goal is to increase student motivation. Monitoring of student behaviors and academic gains through the use of data tracking forms and Class DoJo with consistent incentives will increase motivation.

#### **Person Responsible**

Kristi Simpson

#### **Schedule**

Monthly, from 9/25/2017 to 5/21/2018

#### **Evidence of Completion**

Data tracking of student behaviors from data conversations and dis-aggregation of data with IMPACT team. We will also use forms and calculations of points from Class DoJo

### 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 8/22/2017 to 6/1/2018

#### **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 Fidelity of Implementation of G1.B2.S1** 6

Monitoring academic and behavior improvement

**Person Responsible**

Kristi Simpson

**Schedule**

Monthly, from 9/25/2017 to 5/21/2018

**Evidence of Completion**

Data tracking forms and points from Class DoJO

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

As wrap around services, monitor 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 9/24/2017 to 6/1/2018

**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

Leadership Incentive/Leaders of the Week

**Person Responsible**

Kristi Simpson

**Schedule**

Weekly, from 9/18/2017 to 5/30/2018

**Evidence of Completion**

Teacher feedback and selection of Leaders of the Week who displayed exemplar behaviors reflecting one of the 7 habits.

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

As academic motivators to monitor student progression teachers will display on-going data and conference with students consistently.

**Person Responsible**

Helen Dunbar

**Schedule**

Biweekly, from 9/25/2017 to 5/21/2018

**Evidence of Completion**

Classroom display of data tracking

**G1.B3** Parents unfamiliarity with state standards and curriculum resources in addition to lack of parental involvement and accepting responsibility hinders their children for accepting ownership of learning 2

 B264492

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

 S280184

**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 10/4/2017 to 5/25/2018

**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 10/4/2017 to 5/25/2018

***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 10/4/2017 to 5/25/2018

***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

S280185

### 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 10/4/2017 to 5/25/2018

#### Evidence of Completion

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

### Action Step 2 5

As wrap around services, the school will utilize Parent Academy to host various sessions to increase awareness and to provide tools to bridge and support learning in the home.

#### Person Responsible

Angela Wright

#### Schedule

Quarterly, from 9/25/2017 to 5/21/2018

#### Evidence of Completion

Parent involvement feedback forms

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Each quarter parents/caregivers will be asked to complete a survey to capture if our form of communication is effective.

**Person Responsible**

Angela Wright

**Schedule**

On 4/20/2018

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Monitor the number of parents who attends and the information presented to ensure the quality of each session.

**Person Responsible**

Angela Wright

**Schedule**

Quarterly, from 9/25/2017 to 5/21/2018

***Evidence of Completion***

Attendance roster, feedback forms/ surveys from parents

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Monitor how often grade levels are communicating with parents of standards being taught and if models are being shared.

**Person Responsible**

Angela Wright

**Schedule**

Triannually, from 10/4/2017 to 4/20/2018

***Evidence of Completion***

Collection of grade level newsletters/parent communications from blended learning programs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Collect data from parent/caregiver feedback on communication and learning sessions from the school

**Person Responsible**

Angela Wright

**Schedule**

Triannually, from 10/4/2017 to 4/20/2018

***Evidence of Completion***

Survey response form

## IV. Implementation Timeline





Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B3.S2.MA1 M408923	Monitor how often grade levels are communicating with parents of standards being taught and if...	Wright, Angela	10/4/2017	Collection of grade level newsletters/ parent communications from blended learning programs	4/20/2018 triannually
G1.B3.S2.MA1 M408924	Collect data from parent/caregiver feedback on communication and learning sessions from the school	Wright, Angela	10/4/2017	Survey response form	4/20/2018 triannually
G1.B3.S2.MA1 M408925	Each quarter parents/caregivers will be asked to complete a survey to capture if our form of...	Wright, Angela	10/6/2017		4/20/2018 one-time
G1.MA4 M408930	As a wrap around service, we will promote and track parental involvement throughout the school year	Wright, Angela	9/25/2017	Parent Sign in forms and parent feedback/surveys	5/21/2018 quarterly
G1.B1.S1.MA4 M408911	Review needs assessment, action plan goals and PD to ensure complete alignment	Dunbar, Helen	9/25/2017		5/21/2018 biweekly
G1.B1.S1.MA3 M408913	The principal along with the instructional leadership team, will use the action plan developed by...	Dunbar, Helen	9/25/2017	Progress monitoring tool/rubric established during action planning meeting	5/21/2018 biweekly
G1.B1.S1.A4 A377778	As wrap around services and academic focus strategies, the principal will work with district...	Dunbar, Helen	9/25/2017	Progress monitoring tools established during action planning meeting.	5/21/2018 monthly
G1.B2.S1.MA5 M408918	As academic motivators to monitor student progression teachers will display on-going data and...	Dunbar, Helen	9/25/2017	Classroom display of data tracking	5/21/2018 biweekly
G1.B2.S1.MA4 M408920	Monitoring academic and behavior improvement	Simpson, Kristi	9/25/2017	Data tracking forms and points from Class DoJO	5/21/2018 monthly
G1.B2.S1.A4 A377785	Through wrap around services, in collaboration with the IMPACT team, the goal is to increase...	Simpson, Kristi	9/25/2017	Data tracking of student behaviors from data conversations and dis-aggregation of data with IMPACT team. We will also use forms and calculations of points from Class DoJo	5/21/2018 monthly
G1.B3.S2.MA4 M408926	Monitor the number of parents who attends and the information presented to ensure the quality of...	Wright, Angela	9/25/2017	Attendance roster, feedback forms/ surveys from parents	5/21/2018 quarterly
G1.B3.S2.A2 A377788	As wrap around services, the school will utilize Parent Academy to host various sessions to...	Wright, Angela	9/25/2017	Parent involvement feedback forms	5/21/2018 quarterly
G1.B1.S2.A1 A377779	School-wide, K-5, teachers will use researched based supplemental resources for small group...	Baker-Allen, Alicia	9/27/2017	Teachers will record and monitor student progress using the weekly Intervention Record from LLI	5/23/2018 weekly
G1.B3.S1.MA1 M408921	Parent Training Session Attendance		10/4/2017	Attendance logs and parent survey feedback/results	5/25/2018 quarterly
G1.B3.S1.MA1 M408922	On-going parent training sessions	Dunbar, Helen	10/4/2017	Parent attendance logs and agendas	5/25/2018 quarterly
G1.B3.S1.A1 A377786	Provide on-going parent sessions on grade level expectations along with the Florida States...	Baker-Allen, Alicia	10/4/2017	Parent Log of attendance, monitoring students mid-term progress reports and end of nine weeks report cards for student increases in ELA and Mathematics.	5/25/2018 quarterly
G1.B3.S2.A1 A377787	Grade levels will increase on-going communication including what units of study overview for ELA,...	Dailo, Jean Paul	10/4/2017	Grade levels quarterly newsletters The use of district mathematics parent communication Achieve 3000 Lexile level update parent letter iReady parent letters	5/25/2018 quarterly

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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.B1.S2.MA1 M408914	Monitor teacher usage and student progression of Tier 2 interventions	Dunbar, Helen	8/28/2017	Student work and intervention record	5/28/2018 biweekly
G1.B1.S2.MA1 M408915	Tier 2 supports will be used in small group instruction and will be monitored for fidelity of...	Baker-Allen, Alicia	8/28/2017	Review of Intervention Records and student work	5/28/2018 biweekly
G1.B1.S2.A2 A377780	K-3 teachers will use Saxon Phonics and Spelling program for small group instruction with Tier 1...	Baker-Allen, Alicia	8/28/2017	Monitor assessments, Charts, student work	5/28/2018 daily
G1.B1.S2.A3 A377781	As a Tier 2 Intervention, teachers will use iReady toolkit resource for small group instruction	Baker-Allen, Alicia	9/5/2017	Monitor student progress by reports from iReady	5/28/2018 weekly
G1.MA2 M408928	Each student in Grades K-5 have a Leadership Binder/Portfolio of individual student data tracking....	Wright, Angela	9/11/2017	Student Data Binders/Portfolios: Each student in Grades K-5 has his/her own Success Binder/Portfolio that is accessible to them to monitor and showcase their academic/behavioral progress. Students monitor their progress and track their percentages and Lexile growth on the blended learning programs, iReady and Achieve 3000.	5/29/2018 monthly
G1.MA3 M408929	Teachers will be introduced to various engagement protocols throughout the year-common planning,...	Baker-Allen, Alicia	9/11/2017	CAST evaluation indicates an increase of teachers implementing engagement protocols On going classroom observation and classroom walkthroughs to monitor active engagement protocols	5/29/2018 weekly
G1.B2.S1.MA3 M408917	Leadership Incentive/Leaders of the Week	Simpson, Kristi	9/18/2017	Teacher feedback and selection of Leaders of the Week who displayed exemplar behaviors reflecting one of the 7 habits.	5/30/2018 weekly
G1.MA1 M408927	On going monthly progress monitoring of iReady, Achieve 3000 will be tracked and displayed in the...	Dunbar, Helen	9/18/2017	School-Wide Data Display: 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.	6/1/2018 monthly
G1.B1.S1.MA1 M408910	Differentiated lesson plans and instructional delivery will be monitored for effectiveness	Wright, Angela	8/21/2017	Student data from assessments, data chats, common planning conversations during planning lessons	6/1/2018 weekly
G1.B1.S1.MA1 M408912	Administration will conduct formal and informal classroom observations.	Dunbar, Helen	8/28/2017	Classroom walk through feedback, CAST instrument with next steps for instructional delivery	6/1/2018 weekly
G1.B1.S1.A1 A377775	ELA-During collaborative planning, teachers will plan lessons that will build upon previous...	Baker-Allen, Alicia	8/21/2017	Classroom Walk-through as follow up, Informal observations, analyzing student work	6/1/2018 weekly
G1.B1.S1.A2 A377776	Mathematics-During collaborative planning, teachers will plan lessons that will build upon previous...	Dailo, Jean Paul	8/21/2017	Classroom Walk-through as follow up, Informal observations, analyzing student work	6/1/2018 weekly
G1.B1.S1.A3 A377777	Science-Collaboratively teachers will analyze student work and assessments and discuss. Planning...	Dunbar, Helen	8/21/2017	Classroom Walk-through as follow up, observations, and analyzing student work/data	6/1/2018 biweekly
G1.B2.S1.MA1 M408916	As wrap around services, monitor the number of referrals and discipline of students during...	Wright, Angela	9/24/2017	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.	6/1/2018 monthly



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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  M408919	Monitoring the implementation of effective engagement protocols embedded in lessons	Dunbar, Helen	8/22/2017	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.	6/1/2018 monthly
G1.B2.S1.A1  A377782	Professional development with engagement strategies and protocols	Baker-Allen, Alicia	9/11/2017	Monitor the effectiveness of engagement strategies and protocols monthly by classroom walkthroughs and feedback	6/1/2018 biweekly
G1.B2.S1.A2  A377783	During common planning work with teachers to embed specific engagement protocols within lessons	Dailo, Jean Paul	9/11/2017	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.	6/1/2018 weekly
G1.B2.S1.A3  A377784	Provide modeling and support in the classroom to increase student engagement and motivation	Baker-Allen, Alicia	9/11/2017	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.	6/1/2018 weekly

## V. Professional Development Opportunities

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

**G1.** If all stakeholders (teachers, staff, students and parents/caregivers) are actively engaged accepting ownership for their responsibilities and learning, then teacher knowledge and facilitation of instruction will effectively increase and students will demonstrate proficient levels of understanding which will result to an overall increase of school performance.

**G1.B1** Teacher novice skill set of Florida State Standards and the ability to instruct effectively using successful engagement strategies.

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

### PD Opportunity 1

ELA-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. Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.

#### Facilitator

Instructional Coaches (school level and district) and Administration

#### Participants

K-5 Teachers

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

### PD Opportunity 2

Mathematics-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. Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.

#### Facilitator

Instructional Coaches (school level and district) and Administration

#### Participants

K-5 teachers

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

### PD Opportunity 3

Science-Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.

#### Facilitator

District Science Specialist

#### Participants

4th-5th grade teachers

#### Schedule

Biweekly, from 8/21/2017 to 6/1/2018

**G1.B1.S2** Overall, Tier 2 supports and resources is lacking for successfully increasing academic gains in all core content areas.

### PD Opportunity 1

School-wide, K-5, teachers will use researched based supplemental resources for small group instruction-Leveled Literacy Intervention (LLI). Time allotted for small group instruction will increase (which will be reflected in their instructional schedule).

#### Facilitator

Reading Instructional Coach and LLI Representative

#### Participants

K-5 teachers, Paraprofessionals and AmeriCorps reading tutors, Reading Interventionists, and VE teachers

#### Schedule

Weekly, from 9/27/2017 to 5/23/2018

### PD Opportunity 2

K-3 teachers will use Saxon Phonics and Spelling program for small group instruction with Tier 1 and Tier 2/3 Intervention for grade 3

#### Facilitator

District Specialists

#### Participants

K-3, Reading Interventionist, VE Resource teachers

#### Schedule

Daily, from 8/28/2017 to 5/28/2018

### PD Opportunity 3

As a Tier 2 Intervention, teachers will use iReady toolkit resource for small group instruction

#### Facilitator

Instructional Reading Coach and iReady district representative

#### Participants

K-5 teachers

#### Schedule

Weekly, from 9/5/2017 to 5/28/2018

## G1.B2 Student self esteem, motivation and lack of accepting ownership 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 9/11/2017 to 6/1/2018

### 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 9/11/2017 to 6/1/2018

### **PD Opportunity 3**

Provide modeling and support in the classroom to increase student engagement and motivation

#### **Facilitator**

School-based Leadership Team

#### **Participants**

K-5 Classroom Teachers, Resource Teachers and Paraprofessionals

#### **Schedule**

Weekly, from 9/11/2017 to 6/1/2018

### **PD Opportunity 4**

Through wrap around services, in collaboration with the IMPACT team, the goal is to increase student motivation. Monitoring of student behaviors and academic gains through the use of data tracking forms and Class DoJo with consistent incentives will increase motivation.

#### **Facilitator**

AWARE team and PBIS District Specialist

#### **Participants**

K-5 teachers

#### **Schedule**

Monthly, from 9/25/2017 to 5/21/2018

## 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	ELA-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. Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.				\$0.00
2	G1.B1.S1.A2	Mathematics-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. Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.				\$0.00
3	G1.B1.S1.A3	Science-Collaboratively teachers will analyze student work and assessments and discuss. Planning will also provide teachers opportunity to create differentiated center work based on data.				\$0.00
4	G1.B1.S1.A4	As wrap around services and academic focus strategies, the principal will work with district support to hold professional development and establish proper monitoring tools to ensure fidelity of implementation.				\$25,263.37
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	2211 - Normandy Village Elementary School	UniSIG		\$672.94
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics &amp; Spelling Training Started Full Day Professional Development</i>			
	6400	310-Professional and Technical Services	2211 - Normandy Village Elementary School	UniSIG		\$1,778.98
			<i>Notes: Substitutes for teachers who are attending professional development (workshops). Kelly Services and Duval County Public Schools have contract. Kelly Services provides temporary coverage when a teacher is excused for Temporary Duty Elsewhere (TDE) for professional development.</i>			
	6400	311-Subagreements up to \$25,000	2211 - Normandy Village Elementary School	UniSIG		\$1,900.95
			<i>Notes: Contracted Services - First \$25,000 -Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
	6400	312-Subagreements greater than \$25,000	2211 - Normandy Village Elementary School	UniSIG		\$20,910.50
			<i>Notes: Contracted Services - Greater than \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
5	G1.B1.S2.A1	School-wide, K-5, teachers will use researched based supplemental resources for small group instruction-Levelled Literacy Intervention (LLI). Time allotted for small group instruction will increase (which will be reflected in their instructional schedule).				\$41,533.90
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	2211 - Normandy Village Elementary School	UniSIG		\$41,533.90
			<i>Notes: Heinemann-Fountas/Levelled Literacy Intervention (LLI) Kits</i>			

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<b>6</b>	<b>G1.B1.S2.A2</b>	<b>K-3 teachers will use Saxon Phonics and Spelling program for small group instruction with Tier 1 and Tier 2/3 Intervention for grade 3</b>				<b>\$5,755.71</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	2211 - Normandy Village Elementary School	UniSIG		\$5,755.71
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics &amp; Spelling student kit and materials</i>			
<b>7</b>	<b>G1.B1.S2.A3</b>	<b>As a Tier 2 Intervention, teachers will use iReady toolkit resource for small group instruction</b>				<b>\$2,068.24</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	2211 - Normandy Village Elementary School	UniSIG		\$2,068.24
			<i>Notes: Rentals- Curriculum Associates - Online digital toolbox for I-Ready Site License</i>			
<b>8</b>	<b>G1.B2.S1.A1</b>	<b>Professional development with engagement strategies and protocols</b>				<b>\$0.00</b>
<b>9</b>	<b>G1.B2.S1.A2</b>	<b>During common planning work with teachers to embed specific engagement protocols within lessons</b>				<b>\$0.00</b>
<b>10</b>	<b>G1.B2.S1.A3</b>	<b>Provide modeling and support in the classroom to increase student engagement and motivation</b>				<b>\$0.00</b>
<b>11</b>	<b>G1.B2.S1.A4</b>	<b>Through wrap around services, in collaboration with the IMPACT team, the goal is to increase student motivation. Monitoring of student behaviors and academic gains through the use of data tracking forms and Class DoJo with consistent incentives will increase motivation.</b>				<b>\$119,560.89</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	311-Subagreements up to \$25,000	2211 - Normandy Village Elementary School	UniSIG		\$1,900.95
			<i>Notes: Contract Services - Up to \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6100	312-Subagreements greater than \$25,000	2211 - Normandy Village Elementary School	UniSIG		\$110,639.94
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6400	312-Subagreements greater than \$25,000	2211 - Normandy Village Elementary School	UniSIG		\$7,020.00
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians,</i>			

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		<i>social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>	
<b>12</b>	<b>G1.B3.S1.A1</b>	<b>Provide on-going parent sessions on grade level expectations along with the Florida States Standards overview.</b>	<b>\$0.00</b>
<b>13</b>	<b>G1.B3.S2.A1</b>	<b>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.</b>	<b>\$0.00</b>
<b>14</b>	<b>G1.B3.S2.A2</b>	<b>As wrap around services, the school will utilize Parent Academy to host various sessions to increase awareness and to provide tools to bridge and support learning in the home.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$194,182.11</b>