

Duval County Public Schools

# Normandy Village Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Normandy Village Elementary School

8257 HERLONG RD, Jacksonville, FL 32210

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

## Demographics

Principal: Jessica Sales

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (50%) 2016-17: D (36%) 2015-16: C (44%) 2014-15: D (35%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Normandy Village Elementary School

8257 HERLONG RD, Jacksonville, FL 32210

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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

#### 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.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Sales, Jessica	Principal	Provides instructional and organizational leadership, monitors fidelity of instruction to meet school-wide goals to ensure school improvement, monitors student data and adjusts goals to ensure continuous improvement.
Wright, Angela	Assistant Principal	Provides instructional and organizational leadership, monitors fidelity of instruction to meet school-wide goals to ensure school improvement, monitors student data and adjusts goals to ensure continuous improvement.
Kozlowski, Megan	Instructional Coach	Monitor student data, facilitates faculty professional development that aligns with academic and climate goals, provides instructional coaching support to teachers and prepares and facilitates professional learning communities meetings.
Marshall, Stacy	Instructional Coach	Monitor student data, facilitates faculty professional development that aligns with academic and climate goals, provides instructional coaching support to teachers and prepares and facilitates professional learning communities meetings.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	60	65	68	59	59	0	0	0	0	0	0	0	386
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

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

#### The number of students identified as retainees:

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

#### FTE units allocated to school (total number of teacher units)

#### Date this data was collected or last updated

Pending

#### Prior Year - As Reported

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

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

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

#### Prior Year - Updated

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	34	21	24	19	14	17	0	0	0	0	0	0	0	129
One or more suspensions	12	4	9	5	5	6	0	0	0	0	0	0	0	41
Course failure in ELA or Math	3	2	0	0	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	36	44	48	46	39	35	0	0	0	0	0	0	0	248

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	18	25	33	19	23	0	0	0	0	0	0	0	120

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	50%	57%	29%	49%	55%
ELA Learning Gains	53%	56%	58%	41%	56%	57%
ELA Lowest 25th Percentile	50%	50%	53%	41%	54%	52%
Math Achievement	54%	62%	63%	33%	62%	61%
Math Learning Gains	64%	63%	62%	36%	63%	61%
Math Lowest 25th Percentile	41%	52%	51%	32%	54%	51%
Science Achievement	41%	48%	53%	39%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	75 (0)	60 (0)	65 (0)	68 (0)	59 (0)	59 (0)	386 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	51%	-15%	58%	-22%
	2018	29%	50%	-21%	57%	-28%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	33%	52%	-19%	58%	-25%
	2018	34%	49%	-15%	56%	-22%
Same Grade Comparison		-1%				
Cohort Comparison		4%				
05	2019	38%	50%	-12%	56%	-18%
	2018	38%	51%	-13%	55%	-17%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	61%	-7%	62%	-8%
	2018	38%	59%	-21%	62%	-24%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	54%	64%	-10%	64%	-10%
	2018	34%	60%	-26%	62%	-28%
Same Grade Comparison		20%				
Cohort Comparison		16%				
05	2019	51%	57%	-6%	60%	-9%
	2018	52%	61%	-9%	61%	-9%
Same Grade Comparison		-1%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	49%	-8%	53%	-12%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		-4%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	52	47	24	61	60	7				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	25	48	47	47	61	46	47				
HSP	43	55		67	58						
WHT	38	60		53	61	45	18				
FRL	29	55	56	50	65	46	35				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	29		11	43	31					
BLK	34	57	58	44	67	71	39				
HSP	36			36	40						
WHT	35	38		40	54	40	75				
FRL	35	51	52	44	63	61	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	29	33	20	33	25	14				
BLK	27	36	35	32	35	39	43				
HSP	46			21							
WHT	33	53		34	34		31				
FRL	24	39	44	33	33	30	40				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA Achievement was the component that shows the lowest performance last year.

Factor(s) contributing to the decline:

- \*Lack of fidelity to standards focused instruction in language arts
- \*Lack of practice with tasks to standards at grade level

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math L25 gains showed the greatest decline from prior year. This component declined by 14%.

Factor(s) contributing to the decline:

- \*Lack of strategic intervention work with this subgroup of students focused on remediation and standards-aligned instruction

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

ELA Achievement had the greatest gap when compared to the state average.,

Factor(s) that contributed to this gap:

- \*Lack of fidelity to standards focused instruction in language arts
- \*Lack of practice with tasks to standards at grade level

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math achievement had a 10% increase, yielding the most improvement of all data components. Normandy Village implemented a supplementary program, Acaletics, in all of our 2nd-5th grade classes, which contributed to increased student proficiency on the state assessment.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One potential area of concern is our Student with Disabilities, as they fell below the ESSA Federal Index by 3%.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Full staffing by Day 1
2. Providing intensive support for instruction and classroom management to all novice and Tier 1 teachers
3. Implementing and monitoring implementation of curriculum, intervention and supplementary programs with fidelity
4. Data analysis and planning for intervention to support student achievement
5. Improve parent engagement

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Increasing Reading Proficiency Levels
<b>Rationale</b>	We will focus on standards-based core instruction and differentiated learning in ELA to meet the needs of our students, therefore increasing student proficiency levels.
<b>State the measurable outcome the school plans to achieve</b>	<p>*38% of students will earn a proficient score in reading on the 2020 FSA.</p> <p>*58% of students will exhibit learning gains in reading on the 2020 FSA.</p> <p>*55% of our LPQ students will exhibit learning gains in reading on the 2020 FSA.</p> <p>If these goals are met, our SWD subgroup will increase the necessary 3% on the Federal Index.</p>
<b>Person responsible for monitoring outcome</b>	Jessica Sales (salesj@duvalschools.org)
<b>Evidence-based Strategy</b>	<p>Teachers will receive professional development to support data analysis, effective planning, research-based instructional strategies, and formative assessment to improve instructional delivery and student engagement.</p> <p>Additionally, students will be provided real world opportunities to learn standards and become engaged in lessons through standards-based field trips.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>There is a plethora of research to support standards based instruction, planning, and relevant professional development:</p> <ul style="list-style-type: none"> <li>• Thompson's (2000) Learning Focused</li> <li>• Daggett's (2008) Rigor Relevance and Relationships</li> <li>• Hattie's (2009) High Effect Size Strategies</li> <li>• Knight's (2007) Instructional Coaching</li> </ul>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Fund a Reading Coach to provide support with monitoring of student data, professional development, instructional planning support, and facilitate professional learning communities.</li> <li>2. Fund a Reading Interventionist to provide intensive remediation support for our most fragile readers.</li> <li>3. Ensure all school-based leadership members (administrators and reading coach) attend the diagnostic, implementation and monitoring training for RMSE and Corrective Reading, district-supported reading intervention programs for our most fragile readers.</li> <li>4. Ensure primary teachers attend diagnostic and implementation training for RMSE and intermediate teachers attend diagnostic and implementation training for Corrective Reading</li> <li>5. Ensure Reading Interventionist receives diagnostic and implementation training for Corrective Reading to support intermediate groups</li> <li>6. Data will be tracked by coaches on a weekly basis</li> <li>7. Professional development opportunities will be offered to all teachers. This PD will focus on planning, standards, and formative assessment.</li> <li>8. Monitor teacher progress with implementation via classroom observations and tracking document to monitor lessons completed.</li> <li>9. Funds will support remediation via teachers in reading.</li> <li>10. Teachers will receive professional development to support planning, instructional delivery, and formative assessment (substitute funding).</li> <li>11. Students will be provided multiple field trip experiences (on and off campus) to enhance learning.</li> </ol>

12. Members of the leadership team and administration will be provided opportunities to enhance knowledge at educational conferences, trainings designed for leaders, and local trainings to help teachers in the coaching cycle.

13. Provide after school and Saturday tutoring, transportation, and snacks for students; tutoring salaries, and tutoring supplies for students (Learning gains and proficiency)

**Person  
Responsible**

Jessica Sales (salesj@duvalschools.org)

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#2	
<b>Title</b>	Increasing Math Proficiency Levels
<b>Rationale</b>	We will focus on standards-based core instruction and differentiated learning in math to meet the needs of our students, therefore increasing student proficiency levels.
<b>State the measurable outcome the school plans to achieve</b>	<p>*60% of students will earn a proficient score in math on the 2020 FSA.          *69% of students will exhibit learning gains in math on the 2020 FSA.          *50% of our LPQ students will exhibit learning gains in math on the 2020 FSA.</p> <p>If these goals are met, our SWD subgroup will increase the necessary 3% on the Federal Index.</p>
<b>Person responsible for monitoring outcome</b>	Angela Wright (wrighta2@duvalschools.org)
<b>Evidence-based Strategy</b>	<p>Teachers will receive professional development to support data analysis, effective planning, research-based instructional strategies, and formative assessment to improve instructional delivery and student engagement.</p> <p>Additionally, students will be provided real world opportunities to learn standards and become engaged in lessons through standards-based field trips.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>There is a plethora of research to support standards based instruction, planning, and relevant professional development:</p> <ul style="list-style-type: none"> <li>• Thompson's (2000) Learning Focused</li> <li>• Daggett's (2008) Rigor Relevance and Relationships</li> <li>• Hattie's (2009) High Effect Size Strategies</li> <li>• Knight's (2007) Instructional Coaching</li> </ul>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Purchase Acaletics materials for students in grades 2-5</li> <li>2. Ensure all school-based leadership team members (administrators, math coach) receive training on implementation and monitoring of the Acaletics program</li> <li>3. Ensure all Math and self-contained intermediate and grade 2 teachers receive training on implementation of the Acaletics program</li> <li>4. Monitor implementation of the Acaletics program through classroom observation during intervention</li> <li>5. Monitor student performance via Acaletics portal assessment tracking</li> <li>6. Provide student incentives to increase student motivation in participation and improved performance on the Acaletics pre-post assessments each month from Sept-April.</li> <li>7. Fund a Math Coach to provide support with monitoring of student data, professional development, instructional planning support, and facilitate professional learning communities.</li> <li>8. Data will be tracked by coaches on a weekly basis</li> <li>9. Professional development opportunities will be offered to all teachers. This PD will focus on planning, standards, and formative assessment.</li> <li>10. Funds will support remediation via teachers in math.</li> <li>11. Teachers will receive professional development to support planning, instructional delivery, and formative assessment (substitute funding).</li> <li>12. Students will be provided multiple field trip experiences (on and off campus) to enhance learning.</li> <li>13. Members of the leadership team and administration will be provided</li> </ol>

opportunities to enhance knowledge at educational conferences, trainings designed for leaders, and local trainings to help teachers in the coaching cycle.

14. Fund Paraprofessionals (2) to work with students identified in the low 25%

15. Provide after school and Saturday tutoring, transportation, and snacks for students; tutoring salaries, and tutoring supplies for students (Learning gains and proficiency)

**Person Responsible** Angela Wright (wrighta2@duvalschools.org)

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#3	
<b>Title</b>	Climate and Culture
<b>Rationale</b>	If we focus on systems and supports that target positive behavior and engage parents in the learning community, then behavior will improve and student engagement will increase.
<b>State the measurable outcome the school plans to achieve</b>	<p>*Reduce the number of infractions by 15%</p> <p>*Reduce the number of students who miss 90% of school attendance by 10%</p> <p>*Implement a weekly positive behavior rewards system called "Lead Divers" that provides incentives for students at every grade level.</p>
<b>Person responsible for monitoring outcome</b>	<p>Angela Wright (wrighta2@duvalschools.org)</p> <p>The mission of the NVE PBIS Leadership team is to foster and promote a safe, respectful, nurturing, and positive school environment that enhances student learning through teaching, modeling and recognizing positive behavior.</p> <p>We will provide this through the:</p>
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>· Development of clearly defined and consistent student expectations and accountabilities for each common area which reflect our Guidelines to Success: Show respect Own your actions Accept Differences Realize your potential</li> <li>· Use of a School wide positive behavior system in all classrooms.</li> <li>· Maintain a flexible approach of monitor all common areas and making adjustments as need for the safety of all through the use of a collected data.</li> <li>· Educationally sound methods that foster student character, safety, academic excellence and individual citizenship.</li> </ul> <p>According to 2019 data, students at Normandy Village ES received discipline infractions in multiple areas. The top five are listed below. The infractions were low level 1 or 2 infractions, meaning student behavior can improve with proper systems and supports. Teachers at Normandy Village ES will receive training in the Positive Behavior Intervention and Support (PBIS) System which will provide guidance for classroom management, procedures, and improving culture. Additionally, students will be provided real world opportunities to learn appropriate social behaviors through standards based field trips.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>1. Physical Attack on a SB Employee/non-student – 95</p> <p>2. Lower Level Confrontation -56</p> <p>3. Failure to adhere to Bus Safety/Failure to adhere to safety considerations – 15</p> <p>4. Disruption in Class - 12</p> <p>5. Fighting – 12</p>
<b>Action Step</b>	
<b>Description</b>	<p>1. The PBIS leadership team will be developed, June 2019</p> <p>2. The PBIS leadership team will meet to develop targets for the upcoming school year, July 2019</p> <p>3. The team will train faculty and staff during pre-planning week August 2019</p>

4. Teachers will introduce PBIS Guidelines to Success Plan (systems and supports) to students during the first weeks of school. They will re-teach the guidelines to success after each break (Thanksgiving, Winter, Spring) to ensure systems and supports are reinforced
5. Students will receive weekly "Lead Diver" incentives and will be announced via morning announcements.
6. Students will be provided multiple field trip experiences (on and off campus) to enhance learning.
7. Coordinate and partner with Girls Matter to support 90 at-risk female students with social-emotional needs.
8. Retain our Parent Involvement Liaison to increase opportunities for parent involvement at NVE.

**Person Responsible** Angela Wright (wrighta2@duvalschools.org)

#### #4

**Title** Students with Disabilities

**Rationale** During the prior year, this subgroup fell below the Federal Index threshold by 3%.

**State the measurable outcome the school plans to achieve**

\*Increase this subgroups outcomes by 3% on the Federal Index

**Person responsible for monitoring outcome**

Jessica Sales (salesj@duvalschools.org)

**Evidence-based Strategy**

Teachers will receive professional development to support data analysis, effective planning, research-based instructional strategies, and formative assessment to improve instructional delivery and student engagement for students that fall in this subgroup.

**Rationale for Evidence-based Strategy**

here is a plethora or research to support standards based instruction, planning, and relevant professional development:

- Thompson's (2000) Learning Focused
- Daggett's (2008) Rigor Relevance and Relationships
- Hattie's (2009) High Effect Size Strategies
- Knight's (2007) Instructional Coaching

#### Action Step

**Description**

1. Ensure all Leadership Team members receive training to support the needs of our SWD varies learning needs.
2. Ensure teachers receive professional development regarding differentiated instruction and techniques to engage students learning.
3. Ensure support facilitators are pulling students in this subgroup to provide Tier 3 Interventions as prescribed by the students' IEPs.
4. Provide after-school tutoring to students in this subgroup to ensure remediation needs are met.

**Person Responsible**

Angela Wright (wrighta2@duvalschools.org)

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

n/a

**Part IV: Title I Requirements****Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

In order to build positive relationships and improve the school's climate and culture, parents must be allowed to be active partners with members of the school community. The attached Parent & Family Engagement Plan provides an overview of how parents may develop active partnerships. Additionally, school officials have developed partnerships with multiple organizations and faith based partners to enhance student experiences and engage stakeholders during the 2019-2020 school year.

Organizations represented include:

Rise Church

Communities in School

Parent Academy (DCPS)

Delores Barr Weaver Policy Center

Jacksonville Chamber of Commerce

Westside Baptist Church

Allen Chapel A.M.E. Church

**PFEP Link**

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

**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.**

Normandy Village's School Counselor provides weekly social emotional lessons to classes as a resource class every other week to address this necessary component of childhood development. Normandy Village's partnership with the Delores Barr Weaver Policy Center has provided us with Girls' Matter, an invaluable on-campus resource for at-risk girls to receive mentoring and support to help reduce the number of referrals and suspensions obtained by these students. This program includes a curriculum that focuses on the whole child, even delving into identifying learning disabilities via a trained psychologist if necessary when deficiencies in reading and grade level skills are present. Additionally, Normandy Village is staffed with a full-time mental health therapist that provides small group and individual therapy sessions to students who have been referred for mental health services.

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

An annual school orientation is held for parents and incoming students to allow them to meet their teacher. Normandy Village houses both Head Start and VPK programs, which provide early learning

opportunities in a public education setting for pre-school aged students.

We host transition to middle school activities in which we partner with our feeder middle schools to advise parents of programs that are offered to our students set to transition to the 6th grade.

**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.**

ESSA Federal Index data shows a need for students (SWD's, Black, Hispanic, White, and ED's) to receive support in ELA/writing, math, science, and social studies. Resources and supports are needed to

ensure teachers are equipped with knowledge of standards and instructional strategies to build prior knowledge and engage students during instruction. Students also need opportunities for practice, intervention, remediation, and acceleration to "fill in the gaps" and level the academic field. Moreover, students need intervention and behavioral supports which will positively impact the learning process for all students. The cyclical process is outline below.

1. The leadership team will meet monthly to ensure students are on track for learning, as measured by academics, behavior, and attendance.
2. Teachers will plan collaboratively weekly during PLC to unpack standards, design lessons to engage students and ensure alignment of task to standards and achievement level descriptors.
3. The administrative team (principal, AP) will meet weekly with coaches to track student progress.
4. A Professional development plan will be created and followed to differentiate learning for teachers in collaboration with our district assigned Teacher Development Specialist and Culture and Climate Specialist.

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

The Duval County Public School system designs and implement a complete professional system based on Florida standards and curriculum map and guide which provides options for teachers to prepare students for college or work force and earn an industry certification upon graduation.

## Part V: Budget

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

1	III.A.	Areas of Focus: Increasing Reading Proficiency Levels				\$73,192.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	2211 - Normandy Village Elementary School	Title, I Part A		\$50,796.00
			Notes: COST OF SALARY FOR READING COACH SALARY MEGAN KOZLOWSKI			
	6400	200-Employee Benefits	2211 - Normandy Village Elementary School	Title, I Part A		\$18,896.00
			Notes: COST OF BENEFITS FOR READING COACH			

	5100	330-Travel	2211 - Normandy Village Elementary School	Title, I Part A		\$1,750.00
			<i>Notes: CONTRACTED COSTS FOR STUDENT ADMISSION FOR FIELD EXPERIENCES THAT SUPPORT INSTRUCTION</i>			
	7800	390-Other Purchased Services	2211 - Normandy Village Elementary School	Title, I Part A		\$1,750.00
			<i>Notes: BUS TRANSPORTATION FOR STUDENT FIELD EXPERIENCES THAT SUPPORT INSTRUCTION</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Increasing Math Proficiency Levels</b>				<b>\$110,547.29</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	2211 - Normandy Village Elementary School	Title, I Part A		\$50,796.00
			<i>Notes: COST OF SALARY FOR MATH COACH STACEY MARSHALL</i>			
	6400	200-Employee Benefits	2211 - Normandy Village Elementary School	Title, I Part A		\$18,896.00
			<i>Notes: COST OF BENEFITS FOR MATH COACH</i>			
	5100	510-Supplies	2211 - Normandy Village Elementary School	Title, I Part A		\$17,172.39
			<i>Notes: COST OF ACALETICS MATERIALS TO PROVIDE SUPPLEMENTAL INSTRUCTION IN MATH AND SCIENCE</i>			
	5100	620-Audio Visual Materials (Non-consumable)	2211 - Normandy Village Elementary School	Title, I Part A		\$8,000.00
			<i>Notes: COST OF ADDITIONAL ALL-IN-LEARNING MONITORS FOR TECHNOLOGY UTILIZATION IN INSTRUCTION</i>			
	5100	510-Supplies	2211 - Normandy Village Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: INSTRUCTIONAL SUPPLIES TO ENHANCE CLASSROOM INSTRUCTION</i>			
	5100	150-Aides	2211 - Normandy Village Elementary School	Title, I Part A		\$9,126.00
			<i>Notes: 2 PART-TIME PARAPROFESSIONALS TO PROVIDE SMALL GROUP MATH INSTRUCTIONAL SUPPORT</i>			
	5100	200-Employee Benefits	2211 - Normandy Village Elementary School	Title, I Part A		\$1,556.90
			<i>Notes: TOTAL BENEFITS FOR 1 PART-TIME PARAPROFESSIONALS @ 17.06%</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Climate and Culture</b>				<b>\$17,559.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	160-Other Support Personnel	2211 - Normandy Village Elementary School	Title, I Part A		\$11,980.00
			<i>Notes: SALARY FOR PARENTAL INVOLVEMENT LIAISON</i>			
	6100	200-Employee Benefits	2211 - Normandy Village Elementary School	Title, I Part A		\$2,079.00
			<i>Notes: COST OF BENEFITS FOR PARENTAL INVOLVEMENT LIAISON</i>			
	5100	330-Travel	2211 - Normandy Village Elementary School	Title, I Part A		\$1,750.00

			<i>Notes: STUDENT ADMISSION FEES/CONTRACTED SERVICES FOR STUDENT FIELD EXPERIENCES THAT SUPPORT POSITIVE BEHAVIOR</i>			
	7800	390-Other Purchased Services	2211 - Normandy Village Elementary School	Title, I Part A		\$1,750.00
			<i>Notes: BUS TRANSPORTATION FOR STUDENT FIELD EXPERIENCES THAT SUPPORT POSITIVE BEHAVIOR</i>			
4	III.A.	Areas of Focus: Students with Disabilities				\$0.00
Total:						\$201,298.29