

Duval County Public Schools

Normandy Village Elementary School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (46%) 2018-19: C (48%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

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

Name	Position Title	Job Duties and Responsibilities
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.
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.
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.
Reimer, Kathleen	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.
Cruickshank-Greene, Iviza	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.

Demographic Information

Principal start date

Monday 7/1/2019, Jessica Sales

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

570

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

6

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

4

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	56	55	55	77	54	63	0	0	0	0	0	0	0	360
Attendance below 90 percent	0	24	20	33	25	27	0	0	0	0	0	0	0	129
One or more suspensions	0	6	5	2	7	8	0	0	0	0	0	0	0	28
Course failure in ELA	0	0	3	2	1	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	32	17	0	0	0	0	0	0	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	15	26	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	15	35	47	0	0	0	0	0	0	0	0	0	97
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	30	38	16	20	0	0	0	0	0	0	0	114

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

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

Date this data was collected or last updated

Wednesday 8/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	64	64	63	64	79	0	0	0	0	0	0	0	401
Attendance below 90 percent	0	39	25	34	28	45	0	0	0	0	0	0	0	171
One or more suspensions	0	0	2	5	5	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	5	0	0	0	1	0	0	0	0	0	0	0	6
Course failure in Math	0	5	1	1	0	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	18	33	37	29	56	0	0	0	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	30	29	38	38	42	0	0	0	0	0	0	0	177
Number of students with a substantial reading deficiency	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	28	34	39	34	53	0	0	0	0	0	0	0	188

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	4	1	4	4	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	64	64	63	64	79	0	0	0	0	0	0	0	401
Attendance below 90 percent	0	39	25	34	28	45	0	0	0	0	0	0	0	171
One or more suspensions	0	0	2	5	5	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	5	0	0	0	1	0	0	0	0	0	0	0	6
Course failure in Math	0	5	1	1	0	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	18	33	37	29	56	0	0	0	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	30	29	38	38	42	0	0	0	0	0	0	0	177
Number of students with a substantial reading deficiency	0	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	28	34	39	34	53	0	0	0	0	0	0	0	188

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	4	1	4	4	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	50%	56%				33%	50%	57%
ELA Learning Gains	67%						53%	56%	58%
ELA Lowest 25th Percentile	55%						50%	50%	53%
Math Achievement	40%	48%	50%				54%	62%	63%
Math Learning Gains	52%						64%	63%	62%
Math Lowest 25th Percentile	50%						41%	52%	51%
Science Achievement	25%	59%	59%				41%	48%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	51%	-15%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-36%				
05	2022					
	2019	38%	50%	-12%	56%	-18%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	61%	-7%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	64%	-10%
Cohort Comparison		-54%				
05	2022					
	2019	51%	57%	-6%	60%	-9%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	49%	-8%	53%	-12%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	21	57		18	29		12				
BLK	30	62	55	33	55	59	21				
HSP	35	58		42	53						
MUL	38			38							
WHT	53	80		57	46		47				
FRL	35	68	58	38	51	48	19				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17			17	27						
BLK	26	38		30	31	9	9				
HSP	22			32							
WHT	40	59		45	41		29				
FRL	27	39		34	34	8	16				
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				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA: student performance on progress monitoring assessments was consistent with state assessment performance. Student proficiency and learning gains improved from progress monitoring assessment to state assessment.

Math: student performance on progress monitoring assessments was consistent with state assessment performance. Student proficiency and learning gains improved from progress monitoring assessment to state assessment.

Science: students underperformed on science state assessment in comparison with district progress monitoring assessments. The students improved proficiency by 3% but did not meet our targeted goal of 40%.

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

Math proficiency and 5th grade Science proficiency

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

Contributing factors for this need for improvement include a teacher vacancy in 5th grade math, which required a plan for use of our instructional coach as the instructor, and a novice teacher in 5th grade science.

A focused plan of action to improve science and math performance will be developed to improve tier 1 instruction, progress monitoring and student remediation. Consistent use of aligned assessments will be utilized to identify remediation and re-teaching opportunities much earlier and more frequently during the school year.

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

Math LPQ learning gains grew from 8% to 57%, Math learning gains increased from 37% to 56% and ELA learning gains increased from 45% to 65%.

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

In math, we were extremely strategic in utilizing our data to drive small group re-teach and remediation opportunities. We were able to spend more time focusing on Tier 3 support for our lower performing scholars, Tier 2 support for our bubble students and improving Tier 1 instruction through our overall implementation of standards-aligned instruction and student assessments.

In ELA, we continued the use of specific writing support and standards-aligned Tier 2 and Tier 3 small group remediation groups.

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

We will continue earlier and frequent implementation of safety nets, frequent data analysis of student performance on standards, and an in depth review of task alignment to standards, especially in 4th and 5th grade science.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

As we shift to B.E.S.T. standards school-wide, more professional development with standards-focused instruction, data analysis, task alignment and student assessment will be implemented so that teachers are more comfortable with the transition from the current standards to B.E.S.T.

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

Implementation of increased progress monitoring calendars and focused professional development on remediation will be implemented to ensure sustainability of improvement.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Collective Responsibility**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2022 5 Essentials Survey data, the m score for collective responsibility was 30, which equated to a weak rating, although this was a 7 point increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the Spring 2023 5 Essentials Survey window, our teacher rating for Collective Responsibility will increase to 44 m score (+14 point increase).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Implement monthly faculty/staff surveys to monitor progress towards the desired goal.

Person responsible for monitoring outcome:

Kathleen Reimer (reimerk@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Institute on site professional learning led by teachers to provide opportunities to share how they contribute to the collective responsibility within our school.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Collective efficacy helps to retain faculty/staff and improve student achievement. The resources utilized for selecting this strategy is our annual 5 Essentials Survey results, specifically focusing on Collective Responsibility under the Collaborative Teachers measure, and the additional resources provided to help improve this measure.

Action Steps to Implement

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

Administrative observation of teacher practice to identify model instructors. Peer feedback/observations by our PBIS team to help determine model instructors will also be utilized. Teachers may volunteer or receive nomination to share best practices to colleagues during professional development.

Person Responsible

Jessica Sales (salesj@duvalschools.org)

During professional development, have teachers reflect on the data and collaboratively complete the Back To School Handout during pre-planning to help develop additional action steps that can be implemented school wide as we work to collectively improve in this area.

Person Responsible

Jessica Sales (salesj@duvalschools.org)

Implement monthly faculty/staff surveys to monitor progress towards the desired goal.

Person Responsible

Kathleen Reimer (reimerk@duvalschools.org)

Purchase student planners and communication folders to increase parent communication

Person Responsible

Jessica Sales (salesj@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Safety

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2022 5 Essentials Survey data, the m score for Safety was 12, which equated to a weak rating. This area had a 12 point decline from the prior year's rating of Safety by students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the Spring 2023 5 Essentials Survey window, our student rating for Safety will increase to 44 m score (+32 point increase).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Implement monthly student surveys to monitor progress towards the desired goal and present data to student leaders and our PBIS team to determine adjustments needed in our daily practice.

Person responsible for monitoring outcome:

Kathleen Reimer (reimerk@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Increasing student voice in school-wide practices will create buy-in for how we expect our students to behave. By tracking this through monthly surveys, our goal is to allow students to express concerns that we can address in a more timely manner.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

There is a plethora of research to support the importance of building student efficacy and engagement in learning and in the school environment:

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

Action Steps to Implement

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

Utilize a Note box that students can use to share concerns or personal issues that they want to share with teachers.

Person Responsible

Kathleen Reimer (reimerk@duvalschools.org)

Implement monthly student surveys to monitor progress towards the desired goal and present data to student leaders and our PBIS team to determine adjustments needed in our daily practice.

Person Responsible

Kathleen Reimer (reimerk@duvalschools.org)

Include student leaders in PBIS meetings to increase student voice on issues that the students encounter.

Person Responsible

Kathleen Reimer (reimerk@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on student performance on FSA in 2022, it is important that we focus on our instructional practices in ELA, Math and Science to increase student proficiency as we transition to the FAST Assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the 2023 spring FAST assessment, 40% of our students will be proficient in ELA (an increase of 4%).
 By the 2023 spring FAST assessment, 45% of our students will be proficient in Math (an increase of 6%).
 By the 2023 spring NGSS Science assessment, 41% of our students will be proficient in ELA (an increase of 14%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will occur each quarter using district and state assessments. Additionally, we will progress monitor mastery utilizing exit tickets and student performance on blended learning tool assessments.

Person responsible for monitoring outcome:

Jessica Sales (salesj@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.
 Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.
 Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

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

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.
<https://www.ascd.org/el/articles/turn-small-reading-groups-intobig->

wins

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.
<https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead.
<https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

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

Weekly common planning meetings with content area teachers, administrators, instructional coaches, and classroom support personnel. These sessions will yield lesson plans and planning for assesment of learning that align to ELA B.E.S.T. standards.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Implement exit tickets and other sources of informal assessment to monitor student learning prior to implementing formal assessments.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Progress monitor using district and state assessment data to inform instructional practices and small group remediation plans.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Utilize our Reading and Math Interventionists to provide additional support with Tier 2 and 3 instruction to students that need it.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Implement professional development focused on increasing student proficiency in ELA, Math and Science on a monthly basis in addition to any school-wide professional development.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Utilize our paraprofessional to provide additional support with Tier 2 and 3 instruction to intermediate math students that need it.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Utilize our a reading tutor to provide additional support with Tier 3 instruction to students that need it.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Budget for 2nd half of itinerant media specialist position to ensure students receive additional support with typing in preparation for FAST and that teachers have weekly common planning to plan for new benchmarks.

Person Responsible Jessica Sales (salesj@duvalschools.org)

Budget for an additional teaching position to reduce class size in Kindergarten

Person Responsible Jessica Sales (salesj@duvalschools.org)

Budget for Acaletics program for supplemental mathematics instruction to increase student achievement in math.

Person Responsible

Jessica Sales (salesj@duvalschools.org)

RAISE

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

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

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

Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

- o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 66%, 4th grade is 51%, and 5th grade is 75%.

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points.

Decrease

number of "Below Grade Level" students by 3-4 percentage points.

Grades 3-5: Measureable Outcome(s)

Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

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

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Sales, Jessica, salesj@duvalschools.org

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring->

improves-instruction

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next

steps. It may be used by the school alone or with the assistance of the support lead.

<https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.	Sales, Jessica, salesj@duvalschools.org
During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.	Sales, Jessica, salesj@duvalschools.org
Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.	Sales, Jessica, salesj@duvalschools.org

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Communication is essential to building positive relationships with all stakeholders. At Normandy Village, we communicate frequently with stakeholders. There are newsletters sent home in Tuesday folder. Emails, phone calls, post on social media accounts, and updates to the school's website occur every Sunday. Teachers conduct parent conference to keep parents informed about the academic progress of their children. The school collaborates with stakeholders through monthly SAC meetings and provide opportunities for input on school matters. The school has an open door policy where parents are invited to participate in various events such as family nights, open house, and back to school orientation. Additionally, school officials have developed partnerships with multiple organizations and faith based partners to enhance student experiences and engage stakeholders during the 2020-2021 school year. Organizations represented include:

- Rise Church
- Communities in School
- Parent Academy (DCPS)
- Delores Barr Weaver Policy Center
- Westside Baptist Church
- Jacksonville Public Education Fund
- Cedarhurst Baptist Church
- Women and Family Enrichment Services Inc.

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

Rise Church is one of our faith-based partners that supports school-wide initiatives to boost student and faculty/staff morale that includes welcome back gifts to faculty/staff, campus beautification, holiday food and gift drives for families in need, back pack drives, donation of groceries and grocery gift cards during pandemic, and teacher appreciation meals.

Communities in School is our after-school programs partner that provides a safe place for our scholars to engage in academic supports and fun activities in an extended day environment on campus through TEAM UP. CIS communicates with community partners to provide enriching experiences on and off site during the school year and summer. TEAM UP is free of charge for all participants.

Parent Academy (DCPS) provides support to our parents utilizing a variety of topics to help them to better support their scholars at home and prepare them for transition into college or other post-secondary avenues.

Delores Barr Weaver Policy Center provides our female students with drop out prevention and SEL supports via Girl Matters. Scholars are connected with a staff member that engages them to remain connected in school, both academically and socially.

Westside Baptist Church is another faith-based partner that supports school-wide initiatives to boost student

and faculty/staff morale that includes welcome back gifts to faculty/staff and a clothing closet for our scholars who may need uniforms or a change of clothes during the school day.

We have received multiple clothing and toiletry donations from Cedarhurst Baptist Church and Woment and Family Enrichment Services Inc to benefit our families during holidays and breaks to reduce food insecurities in our school community.