Normandy Village Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Normandy Village Elementary School

8257 HERLONG RD, Jacksonville, FL 32210

http://www.duvalschools.org/normandyvillage

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
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	Reading Coach	Monitor student data, facilities 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, facilities faculty professional development that aligns with academic and climate goals, provides instructional coaching support to teachers and prepares and facilitates professional learning communities meetings.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council, comprised of parents, teachers, and administrators, met and reviewed the school improvement plan from the previous school year as well as all current released state progress monitoring assessment data to provide input in our school improvement plan. Additionally, our department chairs also had the opportunity to provide input utilizing all data points.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards through monthly data monitoring after implementation of district, state and curriculum-based assessments by the leadership team. This information will be presented to stakeholder's each semester. Additionally, we will conduct data chats with teachers to adjust our action steps to help improve student progress.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	37	28	32	38	26	0	0	0	161
One or more suspensions	0	3	2	2	1	5	0	0	0	13
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	36	20	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	1	31	23	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	42	38	37	0	0	0	0	0	134
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	23	22	24	34	22	0	0	0	125

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	20	33	25	27	0	0	0	129
One or more suspensions	0	6	5	2	7	8	0	0	0	28
Course failure in ELA	0	0	3	2	1	0	0	0	0	6
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	10	32	17	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	9	15	26	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	35	47	0	0	0	0	0	97
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	20	33	25	27	0	0	0	129
One or more suspensions	0	6	5	2	7	8	0	0	0	28
Course failure in ELA	0	0	3	2	1	0	0	0	0	6
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	10	32	17	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	9	15	26	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	35	47	0	0	0	0	0	97
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	48	53	36	50	56	30		
ELA Learning Gains				67			45		
ELA Lowest 25th Percentile				55			58		
Math Achievement*	46	58	59	40	48	50	36		
Math Learning Gains				52			37		
Math Lowest 25th Percentile				50			8		
Science Achievement*	52	52	54	25	59	59	20		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	153
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	4	2
ELL	27	Yes	1	1
AMI				
ASN				
BLK	31	Yes	1	1
HSP	50			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	45			
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	1
ELL				
AMI				
ASN				
BLK	45			
HSP	47			
MUL	38	Yes	1	
PAC				
WHT	57			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			46			52					
SWD	11			21			20				4	
ELL	27			27							2	
AMI												
ASN												
BLK	23			40			44				4	
HSP	40			60							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	43			53			50				4	
FRL	28			44			58				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	36	67	55	40	52	50	25					
SWD	21	57		18	29		12					
ELL												
AMI												
ASN												
BLK	30	62	55	33	55	59	21					
HSP	35	58		42	53							
MUL	38			38								
PAC												
WHT	53	80		57	46		47					
FRL	35	68	58	38	51	48	19					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	45	58	36	37	8	20					
SWD	17			17	27							
ELL												
AMI												
ASN												
BLK	26	38		30	31	9	9					
HSP	22			32								
MUL												
PAC												
WHT	40	59		45	41		29					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	27	39		34	34	8	16					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	33%	47%	-14%	54%	-21%
04	2023 - Spring	42%	50%	-8%	58%	-16%
03	2023 - Spring	20%	46%	-26%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	59%	-22%	59%	-22%
04	2023 - Spring	53%	58%	-5%	61%	-8%
05	2023 - Spring	48%	52%	-4%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	48%	0%	51%	-3%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Reading proficiency was our lowest performance area. One contributing factor was 3rd grade reading proficiency, which was quite low. Although quite a few of our students showed growth from PM1 to PM3, our students will need additional support moving into 4th grade.

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

Reading proficiency was the only data point that showed any decline from the prior year. 3rd grade reading proficiency was our weakest area, which contributed to this decline. We had an influx of students enroll in 3rd grade, many from out of state or charter schools and they had not had the same reading interventions in primary grades that we provide our students.

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.

Reading proficiency had the greatest gap when compared to the state average. 3rd grade reading proficiency declined below our prior years' performance. We had a number of non-readers in this year's cohort and students who still struggled with reading fluency, even with regular implementation of reading interventions to address their deficits.

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

Science proficiency showed the most improvement. This year, we ensured our teacher had consistent support with instructional planning, data chats, and preparation for remediation. We utilized district grant-funded programs to increase her access to professional learning and STEM tools that she could implement in her classroom to increase engagement and access to cutting edge resources. Additionally, we focused on Science Centers to ensure these centers included vocabulary activities, application of current benchmarks, teacher-led remediation, and blended learning applications to reinforce new and previously taught concepts. These centers were run with fidelity and progress monitored.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas for concern are Attendance and ELA Proficiency data.

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

Improve ELA Proficiency
Improve Math Proficiency
Improve Science Proficiency
Monitor and support at-risk students

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2023 FAST PM3 assessment data, it is important that we focus on instructional practices in ELA, Math and Science to increase student proficiency and achieve learning gains in ELA and Math on the upcoming year's state assessments.

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

By the 2024 spring FAST assessment, 37% of our students will be proficient in ELA (an increase of 4%)
By the 2024 spring FAST assessment 50% of our students will be proficient in Math (an increase of 3%)
By the 2024 spring FAST assessment, 55% of our students will be proficient in Science (an increase of 3%)

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

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

Person responsible for monitoring outcome:

Jessica Sales (salesj@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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/interventionists to meet students at thier level to support their needs.

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

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

Data-driven Lesson Planning: Effective lesson planning requires teachers tod etermine 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 Intervention:
Explain the rationale for selecting this specific strategy.

Small Group/Differentiated Instruction: Small group istruction 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-intobigwins
Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is.
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/

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and meet the needs of diverse learners..

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Common Planning sessions will occur weekly, beginning the week of August 7, 2023.

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

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Quarterly beginning in October 2023 with the implementation of PM1 until the May 2024 PM3 assessnent administration.

Utilize our Reading and Math Interventionists to provide additional support with Tier 2 and 3 instruction to students that need it, to provide common planning support and guidance, and to plan and lead professional development sessions each month.

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Weekly beginning October 2023 with the implementation of PM 1 until May 2024 PM3 assessment administration.

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)

By When: Beginning September 2023 and monthly throughout the couse of the 2023-24 school year

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)

By When: Daily beginning in September 2023 until May 2024 PM3 assessment administration.

Utilize our a reading tutor to provide additional support with Tier 3 instruction to students that need it in 2nd and 3rd grades.

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Three days per week beginning August 2023 until May 2024 PM3 assessment administration.

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

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Daily beginning in August until the end of the school year.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2023 state assessment data, our data for our students with disabiities did not meet the Federal Index of 41% (we scored at 27%).

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

By Spring 2024, Students with Disablilities will score at or above the Federal Index of 41%.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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/interventionists to meet students at thier level to support their needs.
Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness through student data.
Data-driven Lesson Planning: Effective lesson planning requires teachers tod etermine 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 Intervention:
Explain the rationale for selecting this specific strategy.

Small Group/Differentiated Instruction: Small group istruction 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-intobigwins
Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is.
https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and meet the needs of diverse learners..

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Common Planning sessions will occur weekly, beginning the week of August 7, 2023.

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

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Quarterly beginning in October 2023 with the implementation of PM1 until the May 2024 PM3 assessnent administration.

Utilize our Reading and Math Interventionists to provide additional support with Tier 2 and 3 instruction to students that need it, to provide common planning support and guidance, and to plan and lead professional development sessions each month.

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Weekly beginning October 2023 with the implementation of PM 1 until May 2024 PM3 assessment administration.

#3. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2023 state assessment data, our data for our students with disabiities did not meet the Federal Index of 41% (we scored at 30%).

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

By Spring 2024, Students with Disablilities will score at or above the Federal Index of 41%.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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/interventionists to meet students at thier level to support their needs.
Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness through student data.
Data-driven Lesson Planning: Effective lesson planning requires teachers tod etermine 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 Intervention:
Explain the rationale for selecting this specific strategy.

Small Group/Differentiated Instruction: Small group istruction 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-intobigwins
Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is.
https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and meet the needs of diverse learners.

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Common Planning sessions will occur weekly, beginning the week of August 7, 2023.

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

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Quarterly beginning in October 2023 with the implementation of PM1 until the May 2024 PM3 assessnent administration.

Utilize our Reading and Math Interventionists to provide additional support with Tier 2 and 3 instruction to students that need it, to provide common planning support and guidance, and to plan and lead professional development sessions each month.

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: Weekly beginning October 2023 with the implementation of PM 1 until May 2024 PM3 assessment administration.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 Early Warning System data, students with multiple disciplinary infractions (2 or more referrals) increased by 1% (from 9% to 10%).

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

By Spring 2024, students with multiple infractions (2 or more referrals) will decline by 50% to no more than 5% of our population having multiple disciplinary infractions.

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

Discipline data will be monitored bi-weekly by our PBIS team.

Person responsible for monitoring outcome:

Kathleen Reimer (reimerk@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All teachers and staff will utilize B3: Body, Brain, Behavior. B3 is a multi-media curriculum designed to help K-6 students develop their motor skills. Based on brain-body research, B3 physical activities can help enhance cognitive function, mental health, motor-skill development, social-emotional well-being, and common sensory problems. B3 activities are designed for easy implementation in classrooms and school common areas. By incorporating B3 activities in a school, schools can help students develop the fundamental moto skills to spark their brains, build their bodies, and improve their behavior to increase academic performance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

B3 is a multi-tiered approach to enhancing cognitive function, motor-skill development, social-emotional well-being and sensory needs of students. B3 will:
*Improve concentration
*Increase in academic focus
*Reduction in behavior issues
*Relieve stress and anxiety
*Ignites brain function through neuron connection
https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All faculty and staff will engage in B3 Implementation training

Person Responsible: Jessica Sales (salesj@duvalschools.org)

By When: August 8, 2023

The PBIS team will progress monitor implementation and efficacy through informal observations of its use in common areas and utilization of the B3 lab by grade levels and report findings and address concerns at their bi-weekly meetings.

Person Responsible: Kathleen Reimer (reimerk@duvalschools.org)

By When: Bi-weekly beginning in September 2023 and throughout the duration of the school year.

Progress monitoring of discipline data each month to identify trends and moitor the use of B3 in classrooms, assigned lab and common areas as interventions.

Person Responsible: Kathleen Reimer (reimerk@duvalschools.org)

By When: Monthly beginning in September 2023 and throughout the duration of the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

*Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
*Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
*The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
*Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
*Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of

understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2022-23 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 2022-2023 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 - 62% and 2nd - 60%

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

Based on 2022-23 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 2023 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 77%, 4th grade is 62%, and 5th grade is 67%.

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 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 Measurable Outcomes

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 Measurable Outcomes

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

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 impact student achievement outcomes.

Our school leadership team and district content specialist support 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

Description:
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. §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:
Explain the rationale for selecting 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 evidence-based 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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP
to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b).
This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated to stakeholders via two locations:
*A printed copy of our SIP will be available in our Parent Resource Center
* An electronic link to our SIP will be embedded on our school's website which is
https://dcps.duvalschools.org/normandyvillage
Our stakeholders will have an opportunity to review its contents with school administrators during our monthly School Advisory Council meetings where we will progress monitor the efficacy of our plan on an ongoing basis.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

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, phones 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 the 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.
Our School's Family Engageent Plan is made available in our Parent Resource Center and on our school's website https://dcps.duvalschools.org/normandyvillage

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Normandy Village ES will strenghten the academic program in our school by ensuring teachers have access to high quality professional development to implement FAST benchmarks, utilize curriculum materials effectively and provide interventions to support student's academic needs as a part of our action plan to address Instructional Practices as it relates to Benchmark-Aligned Instruction.
All K-2 students will receive 30 minutes of phonics instruction during their reading intervention block in addition to core ELA instruction. All 3-5 grade students will participate in a daily 30 minute Walk to WIN

block (Walk to What I Need) to participate in reading interventions/enrichment based on their needs. Students reading below grade level will receive intensive intervention instruction via small group each day.

A full-time tutor will also be made available to provide additional reading interventions to our students in 2nd and 3rd grade to improve their reading fluency and comprehension. Students will be pulled out of the classroom during centers to receive this additional intervention 3 times per week.

Students that fall under the ESSA subcategories SWD and multi-racial will work with or interventionists and VE Resource teachers to receive additional small group instruction and interventions as outlined in our Action Plan for our ESSA subgroups that did not meet the federal index.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We currently host THRIVE meetings on a bi-weekly basis that analyzes our use of and the effectiveness of Tier 2 and 3 services, which include but are not limited to mental health services provided by a therapist, small groups focused on improving social skills, and other support servics that students may need. Additionally, when hosting parent meetings, when parents express the need for support for their child via requests for counseling or therapy, we offer to submit a referral for services to our school counselor who determines if the child needs school-based counseling r school-based mental health services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Every year, our district hosts a Jax Goes to College Week which allows schools the flexibility of spotlighting various postsecondary institutions and promote a college going culture, beginning as early as elementary school. As students progress to middle school, they have the opportunity to participate in CTE and STEM course electives that help them to learn skills that can be applied in the workforce and in their secondary classes. While in high school in our district, students have the opportunity to participate in Dual Enrollment and Early College programs that give them access to college level coursework and credits in addition to earning credits towards high school graduation.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school utilizes a structured MTSS process to prevent and address problem behaviors or to plan and monitor Tier 2 and 3 academic interventions. We utilize data collected from multiple sources to ascertain the target behavior or deficit skill to address and develop a progress monitoring plan that implements

select interventions to address areas of concern. After a review of data tracking, next steps are determined in response to the collected data. This process is implemented by a team that includes administrators, school counselor, classroom teachers and interventionists. If behaviors or academic deficits persist, the student is referred to the Multi-disciplinary Team to determine if further assessments are needed to analyze the need for additional services such as a referral for exceptional student education supports and services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers, paraprofssionals and other school personnel have opportunities to participate in school and district developed professional development throughout the school year. On Early Dismissal days, district specialists lead content-area professional development for teachers and paraprofessionals to further their practices and understanding of how to utilize curriculum resources to improve instructional delivery and to support instructional plannnig utilizing data from academic asessments. Our teachers participate in monthly professional development that provides additional time to dissaggregate data and utilize it for instructional planning for Tier 1, 2 and 3 instruction with the support of the school's academic leadership team. Teachers have the opportunity to apply for district-level programs that will enage them in professional development geared towards teacher leadership and aspiring administrators. Our district partners with community educational groups that recognize and celebrate nominees for teacher and employee of the year. These designations afford the teacher of the year nominees access to worthwhile professional development opportunities and grants that can be utilized for the professional development of their choice that will support the academic engagement and achievement of their students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

At Normandy Village ES, we house HeadStart and VPK classrooms that provide preschool instruction on site. We engage parents of this program to participate in monthly family engagement events that allows them to access instructional practices and skills for K-5 students. Additionally, we host transition meetings with our preschool families to help them transition to local elementary school programs by providing them information on how to enroll at either our school or any school in our district. We also provide a primary student kit with books and other materials that support the instructional program of the kindergarten classroom.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$316,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100/ 120	Reading Interventionist	2211 - Normandy Village Elementary School	Title, I Part A		$90,801.00
	5100/ 120	Math Interventionist amd Split Funded Reading Interventionist	2211 - Normandy Village Elementary School	Title, I Part A		$118,545.00

			Notes: Reading Interventionist split funded with Bayview ES. Math Interventionist is a pending new hire so both are listed under same line item.			
	5100/ 150	Paraprofessional	2211 - Normandy Village Elementary School	Title, I Part A		$32,946.00
			Notes: Support with small group instruction and interventions			
	6200/ 130	Media Specialist	2211 - Normandy Village Elementary School	Title, I Part A		$40,090.00
			Notes: Covers .5 school media specialist's salary to provide additional time for teacher common planning each month.			
	5900/ 128	Part-time Tutor	2211 - Normandy Village Elementary School	Title, I Part A		$27,997.00
			Notes: provides additional small group reading interventions			
	5100/ 510	Supplemental Instructional Materials and Supplies	2211 - Normandy Village Elementary School	Title, I Part A		$4,921.00
	6400/ 330	Professional Development COnference	2211 - Normandy Village Elementary School	Title, I Part A		$1,500.00
			Notes: Leadership Conference to support transformational leadership practices and collaboration with other leaders in the state of Florida.			
2	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
3	III.B.	**Area of Focus: ESSA Subgroup: Multi-Racial**				**$0.00**
4	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$316,800.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No