

Alachua County Public Schools

C. W. Norton Elementary School



2017-18 Schoolwide Improvement Plan

C. W. Norton Elementary School

2200 NW 45TH AVE, Gainesville, FL 32605

<https://www.sbac.edu/norton>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for C. W. Norton Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Norton Elementary School, we are fostering a community of leaders. Our goal is to create a safe and positive school environment that enhances student learning through teaching and recognizing our four expectations:

Be Respectful
Be Safe
Be Responsible
Be Cooperative

We celebrate the leader within us all!

b. Provide the school's vision statement.

Learning is the Key at Norton Elementary.

We strive for excellence by actively engaging all students, parents, staff members and the community in a safe, nurturing, positive learning environment.

2. School Environment

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

Prior to the beginning of school, parents and students are invited to "Meet the Teacher" where teachers and students can initially meet and teachers can gather information about the student and their background. During the first weeks of school, teachers spend time in their classrooms getting to know their students through class building and team building activities to build a positive classroom community. During the third week of school, we host an Open House for parents to come in to visit the school and learn about what their children have been doing to start the year. The teachers are able to spend a few minutes with each family that attends to talk about what they have learned about their students up to that point. Many teachers send home information surveys for families to complete to tell the teacher about their child. This helps open the dialogue about student strengths and needs. Additionally, throughout the school, there are areas and/or events that showcase student work and student achievements.

Parent conference evenings are held annually for teachers to have one-on-one conferences to review academic data with parents and talk about the students' strengths and weaknesses. This is also a time for teachers to learn more about the student, their home, their parent's belief and attitudes about school and learn ways they can help support each student more. Additionally, parent-teacher conferences are also scheduled upon request -- by the parent and/or teacher -- as another opportunity to increase communication between the school and homes regarding students' progress and overall needs.

Each Spring, the school hosts a Kindergarten Round-Up for incoming kindergarten students and parents to visit the school and register. While parents are working on registration paperwork and getting to know more about the school from the Principal, Assistant Principal, food service manager,

after-school coordinator, school counselor and others, the incoming kindergarten students are in the kindergarten classrooms with the kindergarten teachers doing activities. This allows the teachers time to interact with students and begin learning about them, getting to know them. After parents complete the registration process, they are able to ask questions of the leadership team, food service manager, after-school coordinator and then go to the kindergarten classrooms to see the classrooms and ask questions of the teachers. The teachers also use this as a time to talk with each family about the incoming kindergarten student.

Annually, we host a Kindergarten Success Parent Involvement Workshop at the beginning of the school year to get to know incoming families. At this workshop, there are multiple sessions about a variety of topics (reading, writing, math, social/emotional growth) that teachers present and then answer questions from parents. This helps us to get to know the families more and respond to any of the questions they may have. Follow-up conferences are scheduled for families who have more questions or with any students the teachers are concerned about academics, social growth or behavior.

In addition to these events, Norton hosts a number of other events for families/parents that enable the school and families to connect and build relationships. The Parent Teacher Association (PTA) is an essential entity that helps further bridge families and the school by providing opportunities for families to get more involved with the school to advocate for all children; and to work collaboratively to help all children meet their potential.

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

We have multiple procedures in place to ensure student safety. Students always have at least one partner with them as they move through the school during the school day. We have a school-wide crisis plan that teachers and staff are familiar with, that is reviewed regularly, and has procedures that we practice with students at least one time per month. These procedures include what to do in case of a fire, intruder, bomb threat, etc. Through our regular practice, students feel safe if and when we have to do these procedures under a true threat.

All visitors and volunteers who come to the school must present a driver's license or other form of identification that is run through a system that checks for areas of concern. Anyone who will be volunteering in the school must have an approved volunteer application on file prior to volunteering. These volunteer applications are approved after background checks are performed. If there are any previous criminal acts, a more thorough background check is performed by the district volunteer office. If volunteer applications are not approved for any reason, the district volunteer office and/or the school notifies the individual that they are not allowed to volunteer.

Our school has a Gainesville Police Officer assigned to work with the school. The School Resource Officer (SRO) is shared with one other school. The officer spends time getting to know students, working with the leadership team, teaching in classrooms, meeting with students individually, and participates in parent conferences, as appropriate. Our SRO acts as law enforcement notification for any behavior incident where notification is required per SESIR guidelines.

Norton implements Positive Behavior Support and has school-wide expectations that cover all areas and times that the school is open. To support this before and after school, we have staff who are on duty in all areas of the school to ensure students have access to adults and adult supervision while they are transitioning before and after school. We also encourage our students to use the media center during these times to have a welcoming place to be that is in addition to their grade level area. Before school, we encourage students to go to the cafeteria for breakfast and have multiple staff members on duty there to monitor and support students. Our procedures after school include each

teacher being responsible to make sure their students are going to their dismissal location or after-school location in a safe manner and to ensure that all students are accounted for. Additionally, a teacher is assigned to each school bus daily and checks off students as they get on the bus to verify who is on the bus. Before school, as well as after school, leadership team members are positioned throughout the campus (i.e., crosswalks, bus loop, hallways, cafeteria, etc.) to ensure the safety of students. Students know that we are accountable for them and take their safety seriously.

During the school day, our teachers use a variety of cooperative learning structures and class building activities to build and support a safe and respectful environment. We also have school-wide expectations that are taught at the beginning of the year and reviewed throughout the school year. Our expectations for the school environment are addressed regularly on the morning announcements by the Principal. We encourage positive behavior and following these expectations in multiple ways, including but not limited to Norton Knight of the Week (recognition of one student per classroom per week), cafeteria rewards for positive lunchroom behavior, habits of the month (based on 7 Habits/Leader in Me), positive behavior referrals, and our school-wide economy that students earn as they are following the expectations. They use these Norton Bucks to "buy" into regularly scheduled events.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Norton uses Positive Behavior Supports (PBS) as a part of our discipline plan. During the summer, the PBS team met to review and revise our school-wide expectations, as well as our reward systems. The PBS team also revised a chart of sample behaviors that teachers can refer to throughout the school year to help determine what types of behavior can be teacher managed versus needing administrative assistance. Students are encouraged and rewarded for doing the right thing. We have specific expectations for all areas in the school that have been taught and are posted throughout the school. During pre-planning, teachers are trained on the expectations and how to respond when students do not meet those expectations. Each teacher has a classroom behavior chart that is consistent in all classrooms that follows the school-wide plan that has prescribed protocols for students as they reach different parts of the chart (warning, time-out with an action plan, parent contact, etc). As a part of our school-wide plan, teachers have a clip board they use to document behaviors of students that goes with the class to specials area classes, lunch and anywhere they go so students know they are held accountable for their behavior in all areas of the school. When discipline issues do arise, we refer to the Alachua County Public School's Student Code of Conduct as the established protocols for disciplinary incidents. In addition to dealing with behavior incidents, we also encourage positive behavior through positive behavior referrals, school-wide economy, positive praise and more.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The primary way that we will meet the social and emotional needs of our students is through the delivery of a balanced school counseling program. The counselor will design and implement a classroom guidance program for students at every grade level; Pre-K through Fifth grades. This program will include exploration of career interests, anti-bullying and child abuse awareness, goal-setting and decision-making skills necessary for academic success.

The counseling program will address social/emotional needs through small groups as well; targeting areas such as anger management, friendship, and social skills.

Grade level teams and/or individual teachers will meet with administrators at least once every nine weeks during data chats to review student progress and target students who are struggling with

academic, social and emotional issues. Educational Planning Teams (EPTs) will be held for these students. These EPTs will include the classroom teacher, parents, members of the leadership team and/or the school psychologist and will be followed up with behavior plans, interventions and/or observations, as appropriate.

The counselor will consult with teachers and parents throughout the school year regarding their concerns about students and their social/emotional needs.

Another way Norton addresses our students' social and emotional needs is through our Leader in Me program. An essential component of The Leader in Me program is social-emotional learning. Through this component, students learn how to manage themselves and how to also relate to others. Specifically, students develop skills of emotional regulation, listening, and how to see things from different perspectives. With these skills, students are enabled to be more critical thinkers, problem-solvers, and leaders.

Furthermore, a deliberate practice of The Leader in Me program is to foster in students the ideals of leadership, teamwork, responsibility, collaboration, and goal setting. These skills are integrated in the academic curriculum, and have become a part of the school culture. This helps students build positive relationships with their peers, which, in turn, prevents and combats bullying.

Finally, Norton addresses our students' social and emotional needs is through the Sanford Harmony curriculum. Harmony is a program designed to foster strong classroom relationships among all students. The program is utilized in Pre-Kindergarten through grade 5. The goal of Harmony is reduce bullying and further helps our students develop into compassionate, tolerant, and caring youth and, ultimately, adults. Harmony lessons are supplemental and serve as an intervention for teachers to implement when needed.

3. Early Warning Systems

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

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

Norton's early warning system consists of indicators used to identify students who are at risk of failing and, ultimately, dropping out of school. The indicators used in the system include:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics during any grading period
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	1	0	1	2	4	0	0	0	0	0	0	0	8
One or more suspensions	0	5	6	3	4	3	0	0	0	0	0	0	0	21
Course failure in ELA or Math	8	14	9	10	19	8	0	0	0	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	3	32	18	0	0	0	0	0	0	0	53

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	3	2	4	17	8	0	0	0	0	0	0	0	38

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

To improve the academic performance of students identified by the early warning system, the school will implement the PBS program with fidelity to help decrease suspensions; use data to inform instruction and provide differentiated instruction in small groups to meet students' academic needs; and hold Educational Planning Team meetings with parents and teachers to offer support for students who struggle to maintain adequate attendance.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

Increase the percent of parents who participate in a school function (evening workshop, student/parent activity, volunteering, etc.) by 10% utilizing the 2017-2018 school and district parent involvement plan. Parent involvement activities include:

Meet the Teacher (August 2017): Parents come to school to meet their child's teacher(s). This encourages parent-student-teacher relationships which are key to student success.

Open House (August 2017): Parents come to school to meet with their child's teacher(s) in an open session (not individual parent conferences). This encourages parent-student-teacher relationships which are key to student success.

Annual Title 1 Parent Meeting (August 2017): Share information regarding Title I.

Kindergarten Success Workshop (September 2017): Provide parents with information about the kindergarten curriculum, the importance of good nutrition, and how parents can support their child's learning at home.

Dad's Bring Your Child to School Day (September 2017): Dads (or other significant men in our

students' lives) are invited to bring their child to school. They will start in the media center with booths/ tables with information about volunteer opportunities and volunteer applications, PTA memberships, Family Access sign-up, handouts of ways dads can work with their child, "We Both Read" books for check-out. Additionally, the school leadership team will be present and available to answer any questions the dads (or other significant men) have about working with their child or school information. Following the event in the media center, the dads (men) will walk their child to their classroom and have an opportunity to meet the teacher.

Parent Workshop on Edutone (Fall 2017): Parents will be taught about Edutone, the single sign-on system for students to access curriculum resources. Examples of how they can use this resource, including how to help their child with homework and additional practice at home, will be shared.

Science/Social Studies World Tour Night (February 2018): Provide parents with information about the science curriculum, the importance of water conservation, and how parents can support their child's learning at home.

Florida Standards Family Night (Winter 2018): Provide parents with knowledge, strategies and resources to help prepare their children for success in school, on the Florida Standards Assessment (FSA) for ELA, ELA Writing, and Mathematics, and on the FCAT 2.0 Science.

Math Night at Publix (May 2018): Provide parents with information and strategies on how to apply math to real life situations.

Kick-Off to Summer Reading (Spring 2018): Provide parents with strategies and materials for helping students at home with reading comprehension, fluency, vocabulary, and writing.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Norton has multiple business partners and community connections that are utilized throughout the school year. Some of these include reward certificates to be given to students for specific accomplishments (Norton Knight of the Week, Positive Referrals, etc.). A business partner donates school supplies, backpacks and clothes for students in need to be given, as needed. Throughout the year, business partners and other community agencies who support the school are recognized in the school-wide newsletter. Student achievements are also recognized regularly. Multiple business are contacted and give resources through our PTA events (family dinner night, fall festival, etc.).

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Neal, Kim	Principal
Robbins, Christiana	Assistant Principal
Cooke, Mary	Dean
Wycoff, Davette	Instructional Coach
Basting, Kirby	Guidance Counselor

b. Duties

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

The leadership team meets weekly to discuss curriculum, behavior and guidance programs and needs. The leadership team helps to monitor and support curriculum implementation. Members of the leadership team meet with grade level teams or individual teachers, as appropriate.

Principal: Provides a common vision for the use of data-based decision making; sets school-wide goals; ensures the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills with school staff, ensures implementation of interventions, reviews documentation; ensures training is conducted annually and as needed for individual students; participates in Educational Planning evaluation; participates in grade level CIMS and other grade level meetings; facilitates leadership team meetings; helps develop school-wide behavior plan.

Assistant Principal: Provides curriculum support and training for teachers; helps develop and implement interventions; provides assessment and data support; participates in Educational Planning Team meetings, as needed; serves as assessment coordinator; assists in providing behavior support and training for teachers; helps develop and implement behavioral interventions in conjunction with the BRT; does classroom walk-throughs and teacher evaluations; assists with formation of common grade level assessments and oversees data collection of assessment scores.

Behavior Resource Teacher (BRT/Dean): Oversees school-wide behavior plan; chair Positive Behavior Support team; implements individual behavior plans; monitors/inputs behavior data into database (Rtl:B and district data base); assists teachers with the implementation of classroom behavior plans; oversees transportation (buses and car circle); meets weekly with the leadership team on matters of concern/decision making.

FCIM Facilitator/Instructional Coach: Provides curriculum support; oversees the Title I Intervention teacher and intervention paperwork; maintains the school's data dashboard of student data; serves as the Title I lead teacher; places students in Title I tutoring during the school day and in after-school tutoring; maintains accurate data records for student in the MTSS/Rtl process; meets with the leadership team monthly to review MTSS/Rtl progress; oversees after-school tutoring programs; meets with grade level teams and/or individual teachers regularly to discuss student progress; provides data analysis support. Additionally, as the Instructional Coach, the goal is to work with teachers and assist them in planning for and teaching the standards, as well as assisting teachers in developing standards-based assessments.

School Counselor: Provides training and support in the MTSS/Rtl process annually and as needed; works with teachers through the problem solving cycle; facilitates leadership meetings related to MTSS/Rtl; monitors scheduling of Educational Planning Team meetings; facilitates Educational Planning Team meetings; teaches students through classroom guidance lessons; is responsible for scheduling of ESE meetings and 504 meetings; provides classroom guidance lessons; works with the Principal and/or Assistant Principal on issues of behavior; acts as a parent contact for parents who have academic and/or social concerns related to their child.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

MTSS/Rtl data will be based on a series of assessments identified at the school and district levels. Quarterly assessments in ELA, Math and Science will be administered following the district developed scope and sequences and pacing guides. Additional assessments will include grade level specific common assessments developed at the school level by grade level teams. Teachers also use additional assessments, including sight word recognition, fluency, mini-assessments and more. Data

at the beginning of the year is captured through the use of baseline assessments and is entered on the school-based data dashboard. Data from the quarterly assessments will be available through the district system and will also be input on the school-based data dashboard. The district system and the school-based dashboard are updated regularly as assessments occur. Additional assessments, based on individual student needs, may also be administered to help monitor individual progress related to the goals/areas of need addressed in the MTSS/Rtl needs of each student.

Teacher support for assessments and monitoring is done by the leadership team (Principal, Assistant Principal, School Counselor and the CIMS Facilitator). The leadership team meets weekly and at least once a month the focus is to review progress of the students through the MTSS/Rtl process. Additionally, the CIMS Facilitator meets with teachers regularly to review the progress of each individual student in the process. Through the use of Google Documents, team members are able to track student progress and make curriculum and behavioral decisions based on that data.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring sessions. In addition, the CIMS Facilitator/Instructional Coach is available to assist teachers in disaggregation of data and implement differentiated instruction for students. The CIMS Facilitator/Instructional Coach works closely with teachers in developing appropriate interventions for students, and to model effective teaching for instructional and non-instructional staff. Inservice trainings to increase student achievement are offered throughout the year. Parent involvement activities and workshops are planned and presented to assist parents with strategies to use at home with their children. Additional inservice/professional learning communities/book studies are offered in specific subject areas and/or instructional strategies as well as methods to increase parent involvement/engagement.

Title I, Part A (cont'd): School used funds to hire an additional third grade teacher to reduce class sizes in the grade level. This will allow teachers to further target individual student needs, and increase the amount of small-group instruction for students who require more time.

Title I, Part A (cont'd): Funds were used to hire a Title 1 Instructional Paraprofessional to work the BRT to provide instructional assistance to students whose behaviors (for the day) preclude them from being in the classroom. Students who need an extended time-out out of class will be still able to complete work with the assistance of the instructional para.

Title I, Part C Migrant: Migrant Support Resource Advocates provide services and support to students and parents. The district liaison coordinates with Title I and other programs to ensure students' needs are addressed and met. Educational Planning Team meetings are done in coordination with the migrant education program, as needed. Interpreters are available for parent conferences and IEPs for Spanish speaking families.

Title I, Part D: The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district drop-out prevention programs.

Title II: The district provides digital educators to offer training in the implementation and infusion of technology in the classroom for teachers. The district also provides mentor coaches for beginning teachers.

Title III: The school works with the district to coordinate supplementary materials and instructional services to improve the education of immigrant and English Language Learners as needed.

Title VI, Part B: N/A

Title X Homeless: The school works with the district's Homeless Education Coordinator to provide

resources (clothing, school supplies, social service referrals, etc.) for students identified as homeless under the McKinney-Vinto Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): Training is provided through the district for teachers of third graders.

Violence prevention programs: The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussions. Red Ribbon Week is celebrated in October with school-wide activities and instruction. The school also has a School Resource Officer (SRO) in partnership with the Gainesville Police Department. The SRO works with students, teachers, parents and the leadership team. Implementation of PBS (Positive Behavior Support) will continue with monthly meetings to address concerns, share resources, plan celebrations, and review behavior data to focus behavioral supports. Behavior data is shared with the PBS team and faculty. A school and district focus will continue for anti-bullying and each classroom will have lessons/discussions related to bullying and the prevention of bullying.

Nutrition programs: The school participates in the district's nutrition program for summer meals, of which, Norton Elementary, is a site. Norton qualifies for free breakfast and lunch for all students through the Community Eligibility Provision (CEP). Through this program, a focus on nutrition education will be a focus. The school also participates in the Food4Kids programs sending backpacks of food home for all school-aged children in the home of qualifying families.

Housing Programs: N/A

Head Start: Norton Elementary does not house a Head Start on campus. Norton does have a Pre-K Handicapped unit for children ages three through five with a variety of disabilities.

Adult Education: N/A

CTE: Norton Elementary conducts an annual school-wide career week with guest speakers and special vehicle displays. Students share about what their future careers may be and dress in job related attire.

Job Training: N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kim Neal	Principal
Dawn Boyer	Education Support Employee
Jeff Tice	Business/Community
Jody Sedgley	Teacher
Stephanie Pridgen	Business/Community
Tristin Ballentine	Teacher
Mutlu Citim-Kepic	Parent
Latrell Simmons	Parent
Amy Brock	Teacher
Kelly Acosta	Parent
Joel Romelous	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

School data has been reviewed as related to the school improvement plan. At each meeting, the school improvement plan and specific areas of focus are discussed.

b. Development of this school improvement plan

A public input meeting was held in May 2017 to gather input from the SAC, as well as staff, parents and community members. Goals for the coming school year have been discussed and a draft of the school improvement plan will be shared at the September 2017 SAC meeting.

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

The school's annual budget has been shared with the SAC committee and approval was shown through the SAC Chairperson signing off on the annual budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Supervision prior to after-school tutoring - \$3,500
 Raptorware visitor stickers and lisense renewal - \$500
 Harmony Social-Emotional Learning Teacher Training - \$2,050
 Postage - \$50
 Lesson Study substitutes - \$2,000
 Shredder service - \$310
 Summer Work Hours - leadership and teachers - \$7,500
 Kindergarten Screening teacher stipends - \$400
 Positive Behavior Support Planning Meeting - \$800
 Nikki's Folders (take home folders) - \$1,000

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Neal, Kim	Principal
Robbins, Christiana	Assistant Principal
Wycoff, Davette	Instructional Coach
Cooke, Mary	Dean
Basting, Kirby	Guidance Counselor
Ballentine, Tristin	Teacher, K-12
Thomas, Kara	Teacher, K-12
Grogan, Jamie	Teacher, K-12
Wishart, Pam	Teacher, K-12
Glagola, Jennie	Teacher, K-12
Ford, Kristina	Teacher, K-12
Duncan, Kim	Teacher, ESE
Calton, Laura	Teacher, K-12

b. Duties

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

Meetings are held regularly (2 times per month) to review, discuss, and monitor progress of students receiving additional support through RtI/MTSS. Assist teachers school-wide with the implementation of core and intervention curriculum in English/Language Arts, math, and science, as well as support grade level planning for all subject areas. Additional initiatives include continued implementation of literacy work stations, professional development in Florida State Standards including increased use of informational text and writing across the curriculum; assist in the development of common grade level assessments; assist in making school-based decisions regarding matters of curriculum, assessment, and safety.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school begins the year in pre-planning with faculty wide team building activities. Teachers are all placed on a grade level team to have a team to work with. Team Leaders are selected by the teachers on their team and attend team leader meetings with the leadership team twice per month. Following the team leader meetings, grade level teams meet to review the information shared and give input, as requested. This team meeting time is a protected time on the school calendar to ensure teams have this time set aside. In addition to this, teams work collaboratively on instructional planning and grade level wide events during this time that is set aside weekly.

The lesson study process is implemented by all of the teachers at the school (unless they opt out, which is very rare). This process allows teachers to plan and observe together to make instructional decisions.

This school year, we have implemented a revised PBS program for student behavior with the theme "Fostering Leadership" We have aligned our school theme to this theme and included an emphasis on being positive with each other, just as we are working on being positive with our students. This theme will be referred to throughout the year in faculty meetings and celebrated as we are supportive of and coaches for each other.

Each grade level team has common planning time that is scheduled weekly (either on Tuesday or Thursday afternoons). This time is available to allow for teams to collaboratively plan for multiple subject areas and work on writing questions for classroom use and for assessments to meet the increased expectation of rigor. Teachers will review the Florida Standards and the district's pacing guides during these planning sessions to ensure each teacher/class on the grade level is on the same track and has a common focus. Common assessments by grade level will also be a focus of this planning with support from the Assistant Principal and the CIMS Facilitator/Instructional Coach.

Collaborative planning days are also scheduled for each semester to allow teachers to work with the CIMS Facilitator/Instructional Coach and the Assistant Principal. During these meetings, teachers will review assessment data, discuss students' progress, determine next steps for instruction, and develop instructional schedules for providing interventions for students.

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

Principal and Assistant Principal attend the district job fair.

Principal and/or Assistant Principal review all resumes for applicants for each posted position. Areas of certification and prior experience are reviewed. Interviews are scheduled with qualified candidates.

On-going support is offered to newly hired teachers. This support is offered by the principal, assistant principal and other members of the leadership team, team leaders, grade level teams and/or the district assigned mentor coach. Additional resources for support include a district technology coach and district instructional coaches, as assigned.

A professional learning community on the Alachua County Instructional Framework will be held through the first semester to ensure teachers understand the framework and the aligning rubric as it relates to observation and appraisal, as well as instructional strategies and effectiveness. Professional development opportunities are offered throughout the school year at both the school and district levels.

Beginning teachers are assigned to a district mentor coach and a beginning teacher cohort group for trainings and support.

Beginning prior to pre-planning and throughout the year, staff events are planned to assist in building camaraderie among staff members. We begin with a back to school picnic before pre-planning, include after-school get together both on campus and off campus through the year, have specific holiday events and more. All staff members are encouraged to attend these events. Beginning this school year, teachers received professional development on Stephen Covey's 7 Habits. This was the launch of The Leader in Me program, and teachers will be implementing the curriculum throughout the school year.

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

All teachers new to Norton are assigned a team leader to answer questions and assist as needed throughout the year. They also meet with the leadership team at the beginning of the year and throughout the school year, as needed, for support.

Beginning teachers at Norton are paired with a team leader to answer questions and be a support system for them beginning in pre-planning. This is in addition to the district assigned mentor coach (see below).

The district assigned mentor coach works closely with beginning teachers on a variety of subjects including classroom management, curriculum knowledge, instructional strategies, working with parents, and any other topic the teachers need support with. The mentor coach visits teachers weekly to model lessons, plan lessons, observe and give feedback, have open discussions, cover classrooms for teachers to go into other classes to observe, and whatever else the teacher may need. The mentor works closely with administration if there are needs identified.

The mentor coach organizes and runs a cohort group of beginning teachers from various schools. This cohort group allows beginning teachers to get together and discuss issues that are district requirements, common concerns among beginning teachers, allows for sharing of ideas, and offers opportunity for professional learning communities and training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school uses district-adopted scope and sequences and instructional pacing calendars with district adopted curriculum and additional resources aligned to the Florida Standards. This is monitored through lesson plan review, classroom walk-throughs, and classroom observations.

A continued initiative for the 2017-2018 school year is Thinking Maps. A team of teacher trainers will continue to support teachers in implementation, and will provide training for new instructional staff. Our CIMS Facilitator/Instructional Coach is also able to provide support to instructional staff.

Additional training is being offered regularly throughout the school year. The Assistant Principal supports curriculum implementation. Teachers follow district-designed scope and sequences and pacing calendars with quarterly (or more frequent) checks to ensure teachers are on "on pace." Trainings have been/will be offered on the Florida Standards, the FSA assessment, and test item specifications. Additional trainings are in development to include, but may not be limited to, various instructional strategies (to include Kagan/Cooperative learning, high yield strategies), development of rigorous questions/assessment, understanding/unpacking of the Florida Standards, a more thorough understanding of the Alachua County Instructional Framework, and curriculum design.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data analysis is a regular part of teachers' planning for instruction. Teachers will each have a data notebook in which they keep their data. This data is reviewed at both the classroom level and the grade level as a whole. The CIMS Facilitator/Instructional Coach will meet with teachers, either in grade level groups or individually, regularly to review student data and plan for next steps in instruction. The school based leadership team will also be reviewing data to monitor students and determine priorities in the MTSS/RtI process. This data review will help teachers formulate their differentiation in their classrooms and design their small groups for instruction.

Teachers at all grade levels have all been given the school-wide goals and are constantly monitoring their students' progress in relation to the school goal. This data is also included as a part of the conversation and monitoring at the regular CIMS meetings. The leadership team also looks at student data in relation to the school-wide goals regularly.

Differentiation is an expectation in each classrooms. This differentiation is to be shown in lesson plans that are reviewed by the principal and/or assistant principal. Additionally, this differentiation should be evidenced in classroom walkthroughs and classroom observations. Student data is the basis for teacher decisions about differentiation. The district assigned mentor coach and/or instructional coaches can support teachers in this. The school-based leadership team also supports this through data analysis, teacher conversations, planning with teachers, data discussions, professional development and more. Additionally, students who are in the MTSS/RtI process have Google Docs to monitor their progress in their Tier 2 and/or Tier 3 instruction. Literacy and Math workstations support this differentiation.

Exceptional Student Education (ESE) is offered to qualified students through the school day. This is offered as support facilitation by certified ESE teachers. The instruction is targeted to individual student needs and is based on students' individual education plan (IEP). For ESE students who are on consultative services, the ESE teacher meets with the regular education teacher as indicated in the IEP to discuss the student's progress and may offer additional support to the teacher based on the student's individual needs.

Students identified in the lowest quartile will receive small-group instruction daily, and will also be offered Title 1 after-school tutoring support and/or ESE support, as appropriate, to help them make gains in achievement. Title I and ESE teachers are using intervention curriculum that align with the core instructional curriculum for English Language Arts and Math. The data for these groups is reviewed regularly by the leadership team and placement adjustments are made as needed.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 110,400

After-school tutoring will be offered to approximately 60 students using Achieve3000 as the instructional tool.

Strategy Rationale

The traditional school day does not offer enough learning opportunities for our lowest performing students. Students in grades three through five will have the opportunity to attend the Extended School Day to receive additional instruction. If funds are available, additional students in grades one and two may be added.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wycoff, Davette, wycoffdj@gm.sbac.edu

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

Achieve3000, the curriculum that will be used, includes a "Level Set" placement test that determines the lexile level of each student and assignments are then assigned based on individual lexile levels. Ongoing progress monitoring is also a built in part of the program.

As grades one and two are added, if possible, supplemental curriculum will be used. Data will be monitored through a pre- and post-test given to students who participate.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Annually in April or May, the district advertises "Kindergarten Round-Up" in the community through posted advertisements, newspapers, radio and television stations. Norton Elementary advertises this event on the school marquee, in newsletters and through phone homes and emails to current families. The school holds an afternoon session where parents can fill out necessary paperwork to enroll their child, meet some of the school staff, and ask questions concerning the transition to elementary school. The incoming kindergarten students can experience kindergarten with the teachers through story time, songs and hands-on activities while their parents are filling out the registration paperwork and learning about the school. Parents are given informational handouts and a learning mat to help prepare their children with skills essential for school success. In addition, Norton schedules a time for incoming kindergarten students to be assessed prior to the beginning of the school year. Parents requesting a tour of the school or more information pertaining to the transition to kindergarten may contact the Assistant Principal, School Counselor, or Principal.

A "transition to middle school" session is held for 5th grade parents in the Winter/Spring of each year to share with parents the different middle school options available and to answer any questions about the transition to middle school. This session is held by the School Counselor. Fifth grade teachers

attend to answer questions also. Students who are being served through an IEP have a transition to middle school IEP meeting to set up their plan for middle school. Open Houses are held by many of the district's middle schools for parents and students to attend to learn more about the school and the programs that the school offers. Additionally, opportunities for students to shadow at the middle schools is offered through the district and individual schools..

b. College and Career Readiness

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

Annually the school has a "Career Week" which is school-wide and students get to hear from a variety of people in a variety of careers. This week also includes a "Vehicle Day" for students to have hands-on experiences with a variety of vehicles that are a integral part of a career to get a better understanding of that career. A few examples of vehicles we have annually are police cars, fire trucks, ambulances, tractors, limousines, and helicopters. Our enrichment students participate in a school based science fair. Throughout the year, volunteer speakers are brought in to share about their business and/or career. A parent involvement event is held at the closest grocery store to the school (Publix) where students can see the store in action, including cashiers, baggers and more. Field trips to this same Publix are done by various grade levels throughout the year to see the inner workings of the grocery store and careers involved in running a grocery store. Field trips to local farms are also done throughout the year by various grade levels to show students about farming and how that relates to their daily life.

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

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The school participates in the district initiatives of Math Olympiad and Robotics. Math Olympiad is conducted after school with selected students (Grade 5 with Levels 4 and 5 on FSA Math). Robotics is done during the school day with all 5th grade students. STEM activities are integrated into math and science lessons.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** We will use on-going progress monitoring of student data to inform instruction. Goals have been set school-wide for 70% of students meet proficiency levels in ELA, Math and Science.
- G2.** The number of students in the lowest quartile making learning gains in ELA and Mathematics will increase by 10%.
- G3.** We will continue to meet the social needs of all students, and decrease discipline incidents by 50% and the number of out-of-school suspensions by 63%.

Strategic Goals Detail

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

G1. We will use on-going progress monitoring of student data to inform instruction. Goals have been set school-wide for 70% of students meet proficiency levels in ELA, Math and Science. 1a

G095769

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Interpretation of data

Resources Available to Help Reduce or Eliminate the Barriers 2

- CIMS Facilitator/Instructional Coach and Leadership team
- Amount of data
- PCG data reports
- Rti Monthly leadership team meetings
- Monthly CIMS meetings
- Common assessments by grade level
- School data dashboard/Google Drive documents to include data from common grade level assessments and quarterly assessments

Plan to Monitor Progress Toward G1. 8

Quarterly assessment data, grade level common assessment data, teacher/school lists of students targeted to meet the school-wide goals (70% proficiency).

Person Responsible

Kim Neal

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher survey of data notebook usefulness; teacher lesson plans; Rti Hotlist; student data in relation to the school-wide goals; teacher created lists of targeted students to meet school-wide/classroom targets of 70% proficient in ELA, Math and Science.

G2. The number of students in the lowest quartile making learning gains in ELA and Mathematics will increase by 10%. 1a

G095770

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0
Math Lowest 25% Gains	10.0

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite knowledge and skills necessary for mastering grade level content/ standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- After-School Tutoring
- Collaborative Planning
- Differentiated Instruction/Small Group Instruction PLC
- ESE/Title I Intervention Teachers

Plan to Monitor Progress Toward G2. 8

District assessments, classroom assessments, and small group instruction targeting needs of individual students.

Person Responsible

Kim Neal

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from common grade level assessments and quarterly assessments.

G3. We will continue to meet the social needs of all students, and decrease discipline incidents by 50% and the number of out-of-school suspensions by 63%. 1a

G095771

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	181.0
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal 3

- Implementation of PBS program with fidelity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan structures and coaching (increased student engagement)
- Revised Positive Behavior Support (PBS) program
- Classroom Guidance lessons and individual/small groups
- Progress monitoring of discipline data by the leadership team
- Trauma Sensitive Training
- The Leader in Me curriculum implementation
- Sanford Harmony Social-Emotional Learning Curriculum

Plan to Monitor Progress Toward G3. 8

Discipline reports through Skyward and RtIB

Person Responsible

Mary Cooke

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Printed reports showing a decrease in the number of students with discipline referrals and the number of out-of-school suspensions.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. We will use on-going progress monitoring of student data to inform instruction. Goals have been set school-wide for 70% of students meet proficiency levels in ELA, Math and Science. **1**

 G095769

G1.B1 Interpretation of data **2**

 B257841

G1.B1.S1 Grade level teams will meet with CIMS Facilitator/Instructional Coach and Assistant Principal to review assessment data at least twice per nine weeks. **4**

 S272881

Strategy Rationale

Meeting with the CIMS Facilitator/Instructional Coach and Assistant Principal will allow teachers to receive guidance in analyzing the data and determining instructional implications.

Action Step 1 **5**

Collaborative Planning: through grade level data discussions with CIMS/Facilitator and/or Assistant Principal, teachers will determine next-steps in instruction based on student data.

Person Responsible

Davette Wycoff

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans indicating changes in groups for differentiated instruction; classroom walkthroughs/observations when changes in instruction (based on data) are implemented.

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

Teachers will submit lesson plans indicating the changes made in groupings (of students) for differentiated instruction.

Person Responsible

Kim Neal

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans will reflect instruction based on data.

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

Subsequent to grade level data discussion, Data Reflection Form and lesson plans will be reviewed to determine if necessary instructional adjustments are made.

Person Responsible

Christiana Robbins

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data Reflection Form and lesson plans indicating necessary changes in instruction.

G2. The number of students in the lowest quartile making learning gains in ELA and Mathematics will increase by 10%. 1

G095770

G2.B1 Students lack prerequisite knowledge and skills necessary for mastering grade level content/ standards. 2

B257845

G2.B1.S1 Administer diagnostic assessments (or pre-assessments) in ELA and mathematics throughout the year to determine students' prior knowledge and misconceptions related to a topic or concept. 4

S272883

Strategy Rationale

Administering diagnostic assessments throughout the year can help teachers determine students' prior knowledge and to see where instruction needs to begin so that students master the concept.

Action Step 1 5

Guide teachers in providing diagnostic assessments to determine where instruction should begin (based on students' prior knowledge).

Person Responsible

Christiana Robbins

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monthly data discussions with instructional staff; progress monitoring of students in the lowest 25%.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will meet with leadership team members to discuss progress of students in the lowest 25%.

Person Responsible

Kim Neal

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Assessment data (from PCG and Google Drive documents) will be reviewed to monitor the progress of students in the lowest 25%.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress-monitoring data

Person Responsible

Davette Wycoff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data collected and reviewed throughout the year.

G3. We will continue to meet the social needs of all students, and decrease discipline incidents by 50% and the number of out-of-school suspensions by 63%. 1

G095771

G3.B4 Implementation of PBS program with fidelity 2

B257851

G3.B4.S1 Implementation of the PBS program with fidelity school-wide. 4

S272888

Strategy Rationale

When the PBS program is implemented with fidelity, students' positive behavior increases (resulting in a decrease of negative behavior and an increase in time on task).

Action Step 1 5

PBS/Lighthouse committee meetings to revise the PBS plan for the school year; develop teacher managed behavior chart, develop school-wide classroom behavior chart, plan teacher training.

Person Responsible

Mary Cooke

Schedule

Monthly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Meeting agendas, meeting minutes, implementation of the PBS program, classroom behavior charts, school-wide expectation charts

Action Step 2 5

The teachers will positively reward students through the use of Norton Bucks for their behavior and following the school-wide expectations. Students will be able to use their Norton Bucks in a variety of ways (events, special days, etc.).

Person Responsible

Mary Cooke

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Decrease in the number of discipline referrals, decrease in the number of students tracked on the discipline log kept by the Assistant Principal.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Monitoring discipline logs and referral data; RtIB data; attendance at PBS events.

Person Responsible

Mary Cooke

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Discipline logs; discipline data; PBS event attendance records; RtIB

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Through on-going monitoring, data will be collected and shared with the faculty and PBS committee regularly.

Person Responsible

Kim Neal

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Faculty meeting agendas, PBS/Lighthouse committee meeting agendas.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M392430	Quarterly assessment data, grade level common assessment data, teacher/school lists of students...	Neal, Kim	8/14/2017	Teacher survey of data notebook usefulness; teacher lesson plans; RtI Hotlist; student data in relation to the school-wide goals; teacher created lists of targeted students to meet school-wide/classroom targets of 70% proficient in ELA, Math and Science.	6/1/2018 annually
G2.MA1 M392433	District assessments, classroom assessments, and small group instruction targeting needs of...	Neal, Kim	8/14/2017	Data from common grade level assessments and quarterly assessments.	6/1/2018 quarterly
G3.MA1 M392438	Discipline reports through Skyward and RtIB	Cooke, Mary	8/14/2017	Printed reports showing a decrease in the number of students with discipline referrals and the number of out-of-school suspensions.	6/1/2018 monthly
G1.B1.S1.MA1 M392426	Subsequent to grade level data discussion, Data Reflection Form and lesson plans will be reviewed...	Robbins, Christiana	8/14/2017	Data Reflection Form and lesson plans indicating necessary changes in instruction.	6/1/2018 monthly
G1.B1.S1.MA1 M392427	Teachers will submit lesson plans indicating the changes made in groupings (of students) for...	Neal, Kim	8/14/2017	Lesson plans will reflect instruction based on data.	6/1/2018 monthly
G1.B1.S1.A1 A366218	Collaborative Planning: through grade level data discussions with CIMS/Facilitator and/or Assistant...	Wycoff, Davette	8/14/2017	Lesson plans indicating changes in groups for differentiated instruction; classroom walkthroughs/observations when changes in instruction (based on data) are implemented.	6/1/2018 every-6-weeks
G2.B1.S1.MA1 M392431	Progress-monitoring data	Wycoff, Davette	8/14/2017	Data collected and reviewed throughout the year.	6/1/2018 biweekly
G2.B1.S1.MA1 M392432	Teachers will meet with leadership team members to discuss progress of students in the lowest 25%.	Neal, Kim	8/14/2017	Assessment data (from PCG and Google Drive documents) will be reviewed to monitor the progress of students in the lowest 25%.	6/1/2018 quarterly
G2.B1.S1.A1 A366220	Guide teachers in providing diagnostic assessments to determine where instruction should begin...	Robbins, Christiana	8/14/2017	Monthly data discussions with instructional staff; progress monitoring of students in the lowest 25%.	6/1/2018 monthly
G3.B4.S1.MA1 M392436	Through on-going monitoring, data will be collected and shared with the faculty and PBS committee...	Neal, Kim	8/14/2017	Faculty meeting agendas, PBS/Lighthouse committee meeting agendas.	6/1/2018 quarterly
G3.B4.S1.MA1 M392437	Monitoring discipline logs and referral data; RtIB data; attendance at PBS events.	Cooke, Mary	8/14/2017	Discipline logs; discipline data; PBS event attendance records; RtIB	6/1/2018 quarterly
G3.B4.S1.A1 A366223	PBS/Lighthouse committee meetings to revise the PBS plan for the school year; develop teacher...	Cooke, Mary	8/3/2017	Meeting agendas, meeting minutes, implementation of the PBS program, classroom behavior charts, school-wide expectation charts	6/1/2018 monthly
G3.B4.S1.A2 A366224	The teachers will positively reward students through the use of Norton Bucks for their behavior and...	Cooke, Mary	8/14/2017	Decrease in the number of discipline referrals, decrease in the number of students tracked on the discipline log kept by the Assistant Principal.	6/1/2018 daily

V. Professional Development Opportunities

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

G3. We will continue to meet the social needs of all students, and decrease discipline incidents by 50% and the number of out-of-school suspensions by 63%.

G3.B4 Implementation of PBS program with fidelity

G3.B4.S1 Implementation of the PBS program with fidelity school-wide.

PD Opportunity 1

PBS/Lighthouse committee meetings to revise the PBS plan for the school year; develop teacher managed behavior chart, develop school-wide classroom behavior chart, plan teacher training.

Facilitator

Kim Neal, Christiana Robbins, Mary Cooke, PBS/Lighthouse committee members

Participants

All instructional staff, individual training with paras.

Schedule

Monthly, from 8/3/2017 to 6/1/2018

VI. Technical Assistance Items

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

G1. We will use on-going progress monitoring of student data to inform instruction. Goals have been set school-wide for 70% of students meet proficiency levels in ELA, Math and Science.

G1.B1 Interpretation of data

G1.B1.S1 Grade level teams will meet with CIMS Facilitator/Instructional Coach and Assistant Principal to review assessment data at least twice per nine weeks.

TA Opportunity 1

Collaborative Planning: through grade level data discussions with CIMS/Facilitator and/or Assistant Principal, teachers will determine next-steps in instruction based on student data.

Facilitator

Davette Wycoff, Christiana Robbins

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

G2. The number of students in the lowest quartile making learning gains in ELA and Mathematics will increase by 10%.

G2.B1 Students lack prerequisite knowledge and skills necessary for mastering grade level content/standards.

G2.B1.S1 Administer diagnostic assessments (or pre-assessments) in ELA and mathematics throughout the year to determine students' prior knowledge and misconceptions related to a topic or concept.

TA Opportunity 1

Guide teachers in providing diagnostic assessments to determine where instruction should begin (based on students' prior knowledge).

Facilitator

Christiana Robbins, Davette Wycoff, Kimberly Neal

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Collaborative Planning: through grade level data discussions with CIMS/ Facilitator and/or Assistant Principal, teachers will determine next-steps in instruction based on student data.				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0541 - C. W. Norton Elementary School	General Fund		\$7,000.00
			<i>Notes: Grade level planning days with instructional coach and/or leadership team members to use data to inform instruction. Substitutes will be provided for planning days.</i>			
			0541 - C. W. Norton Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Professional Learning Community on Differentiated Instruction and/or Small Group Instruction.</i>			
			0541 - C. W. Norton Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: Professional Learning Community on the use of online programs and resources to increase parent involvement in their child's education. Resources include Edutone (the single-sign on system), as well as Family Access and websites to engage parents in education. A parent education night is a part of this PLC.</i>			
2	G2.B1.S1.A1	Guide teachers in providing diagnostic assessments to determine where instruction should begin (based on students' prior knowledge).				\$22,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Alachua - 0541 - C. W. Norton Elementary School - 2017-18 SIP
C. W. Norton Elementary School

			0541 - C. W. Norton Elementary School	General Fund		\$7,000.00
			<i>Notes: Substitutes needed for collaborative planning days; summer screenings for incoming kindergarten students (teacher stipends)</i>			
			0541 - C. W. Norton Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: After-School Tutoring for Lowest Quartile Students.</i>			
3	G3.B4.S1.A1	PBS/Lighthouse committee meetings to revise the PBS plan for the school year; develop teacher managed behavior chart, develop school-wide classroom behavior chart, plan teacher training.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0541 - C. W. Norton Elementary School	Other		\$1,000.00
			<i>Notes: Stipend pay for PBS/Lighthouse committee members to work over the summer to update the PBS plan for the school year and plan for teacher training during pre-planning.</i>			
			0541 - C. W. Norton Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: Leader in Me/7 Habits training, including stipends for staff and travel reimbursements for staff/Leadership Team to attend regional workshops and/or trainings.</i>			
			0541 - C. W. Norton Elementary School	Title, I Part A		\$12,000.00
			<i>Notes: Instructional Paraprofessional to work with the Leadership Team, particularly the BRT, to support students' academic instruction while students are not in class due to behavioral concerns.</i>			
4	G3.B4.S1.A2	The teachers will positively reward students through the use of Norton Bucks for their behavior and following the school-wide expectations. Students will be able to use their Norton Bucks in a variety of ways (events, special days, etc.).				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0541 - C. W. Norton Elementary School	Other		\$5,000.00
			<i>Notes: Norton Bucks, Positive Behavior Referrals, Character Education/traits of the month, Norton Knight of the Week lanyards, pencils and certificates, Special events</i>			
					Total:	\$55,500.00