



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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C. W. Norton Elementary School

2200 NW 45TH AVE

Gainesville, FL 32605

352-955-6765

<http://www.sbac.edu/pages/acps>

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
57%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
52%

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## School Grades History

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**2013-14**  
D

**2012-13**  
C

**2011-12**  
C

**2010-11**  
B

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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

C. W. Norton Elementary School

##### Principal

Kim Neal

##### School Advisory Council chair

Stacy Graff

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kim Neal	Principal
Davette Wycoff	Curriculum Resource Teacher
Jennifer Taylor	School Counselor
Daniel Cordero	Behavior Resource Teacher

#### District-Level Information

##### District

Alachua

##### Superintendent

Hershel Lyons

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Norton's SAC is comprised of three teachers, two career service employees, three parents and four community members.

Stacy Graff, Chair Person, Community Member

Kristie Huggins, Vice-chair Person, Parent

Rebecca Nyros, Secretary, Parent

Shannon Ericson, Teacher

Kristina Ford, Teacher

Jennie Glagola, Teacher

Erica Reed, Parent

Amy Jo Perry, Career Service

Dawn Boyer, Career Service

Carmen Cowart, Community Member

Sandy Myers, Community Member

Jeff Tice, Community Member

**Involvement of the SAC in the development of the SIP**

A public input meeting was held in May 2013 to gather input from the SAC, as well as staff, parents and community members.

**Activities of the SAC for the upcoming school year**

The SAC will continually review progress toward meeting the goals of the School Improvement Plan in our bi-monthly meetings. This is done by sharing on-going data analysis of curriculum based and benchmark assessments. Additionally, the SAC reviews the budget of the monies/budget and allocates how the funds will be used. Another role of the SAC is school-wide problem solving.

**Projected use of school improvement funds, including the amount allocated to each project**

- Homework Help - \$1,500
- Technology Support - \$3,000
- Leadership Team Support/Planning - \$3,000
- Staff Development/Professional Learning Communities - \$3,000

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Kim Neal**

Principal

Years as Administrator: 3

Years at Current School: 1

**Credentials**

Bachelor of Music in Music Education  
 Masters in Educational Leadership  
 Music K-12  
 Elementary Education K-6  
 Educational Leadership (all levels)  
 School Principal (all levels)  
 Reading, Endorsement

**Performance Record**

Norton Elementary  
 2012-2013 - "C"  
 Reading 63%, Math 60%, Writing 43%, Science 61%, Learning Gains 67% in Reading and 58% in Math, Lowest 25% 55% in Reading and 55% in Math  
 Archer Elementary  
 2011-2012 - "A"  
 Reading 69%, Math 73%, Writing 84%, Science 77%, Learning Gains 68% in Reading and 76% in Math, Lowest 25% 58% in Reading and 48% in Math  
 2010-2011 - "A"  
 Reading 81%, Math 88%, Writing 89%, Science 72%, Learning Gains 69% in Reading and 75% in Math, Lowest 25% 54% in Reading and 68% in Math

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Maria Wallis**

Part-time / District-based

Years as Coach: 2

Years at Current School: 2

**Areas**

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

**Credentials**

Elementary Education K-6

**Performance Record**



**Nancy Sanders**

Part-time / District-based

Years as Coach: 3

Years at Current School: 3

**Areas**

Other

**Credentials**

Educational Media Specialist (Pre-K - 12)

Elementary Education (1-6)

Gifted endorsement

**Performance Record****Classroom Teachers****# of classroom teachers**

50

**# receiving effective rating or higher**

33, 66%

**# Highly Qualified Teachers**

100%

**# certified in-field**

50, 100%

**# ESOL endorsed**

20, 40%

**# reading endorsed**

8, 16%

**# with advanced degrees**

21, 42%

**# National Board Certified**

0, 0%

**# first-year teachers**

6, 12%

**# with 1-5 years of experience**

16, 32%

**# with 6-14 years of experience**

14, 28%

**# with 15 or more years of experience**

14, 28%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

3

### # receiving effective rating or higher

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal attends the annual transfer and interview forum held by the district.

Principal reviews 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 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 curriculum specialist.

Professional development opportunities are offered throughout the school year at both the school and district levels.

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

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All teachers new to Norton are paired with a returning teacher and/or team leader to answer questions and assist as needed. They also meet with the leadership team at the beginning of the year and throughout the school year, as needed, to offer support.

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 for 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.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

MTSS/Rtl data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the Reading Street reading assessments, My Math and/or Go Math assessments (which include district made assessments), National Geographic Science assessments, the district formative assessments for math and science (OnTrack), and regular writing prompts. Teachers also use additional assessments, including sight word recognition, fluency, weekly reading assessments and more. Data at the beginning of the year is captured and presented through the district's student information system and/or through a 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, CRT, BRT, School Counselor) and the FCIM Facilitator. The leadership team and FCIM Facilitator meet at least once a month to review progress of the students through the MTSS/Rtl process. Additionally, the FCIM Facilitator meets with teachers at least once a month 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

Curriculum Resource Teacher: 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.

Behavior Resource Teacher: Provides behavior support and training for teachers; helps develop and implement behavioral interventions; monitors behavior data for individual students and school-wide behavior trends.

Principal: Provides a common vision for the use of data based decision making; 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 done annually and as needed for individual students; participates in Educational Planning Team meetings.

FCIM Facilitator: Provides curriculum support; oversees the Title I Intervention teachers and intervention paperwork; maintains accurate data records for student in the MTSS/Rtl process; meets with the leadership team monthly to review MTSS/Rtl progress.

Teachers: Provide information about core instruction; participate in student data collection; deliver Tier 1, Tier 2 and Tier 3 instruction/intervention; participate in Educational Planning Team meetings; maintain Google Documents to track student progress; meet with FCIM Facilitator regularly.

Exceptional Student Education Teachers: Participate in school data collection; collaborate with general education teachers.

Title I Intervention Teachers: Deliver Tier 2 and Tier 3 instruction for identified students; maintain data records of students; participate in Educational Planning Team meetings; meet with homeroom teachers to review assessment data and progress.

School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of the interventions; provide professional development and individual training; participate in Educational Planning Team meetings; assess students once parental consent is gained for testing.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team does Classroom Walk Throughs to monitor tiered levels of instruction; conduct data chats with teachers; monthly meetings to review individual student progress; continual monitoring of the school's MTSS/Rtl plan and process; implement, support and evaluate the plan's progress.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Google Documents are used to share information. The FCIM Facilitator will share the data with the Leadership Team, Literacy Leadership Team and individual teachers. Data sources include district and school-based assessments, as well as individual assessments of students in the MTSS/Rtl process. Monitoring of data includes behavioral data, as well as academics.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Faculty will be trained in the MTSS/Rtl process; School counselor and CRT will assist in monitoring tiered instruction; teachers will participate in on-going data chats and data review; teachers and parents will participate in Educational Planning Team meetings; teachers will be trained and receive samples of basic forms and given instructions for collecting, implementing and managing data; training will be provided on the use of Google Documents.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,400

After-school tutoring will be offered to approximately 48 students using Achieve3000 as the instructional tool.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

Principal, FCIM Facilitator, CRT

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Kim Neal	Principal
Davette Wycoff	Curriculum Resource Teacher
Jennifer Taylor	School Counselor
Daniel Cordero	Behavior Resouce Teacher
Shellie McSwain	Kindergarten Team Leader
Jackie Curl	First Grade Team Leader
Pat O'Connor	Second Grade Team Leader
Jennie Glagola	Third Grade Team Leader
Helen Brooks	Fourth Grade Team Leader
Shannon Ericson	Fifth Grade Team Leader
Christy Repp	FCIM Faciliator/Title I Team Leader
Kim Stockwell	ESE Team Leader
Laura Calton	Special Area Team Leader/Media Specialist

### **How the school-based LLT functions**

The LLT meets the first and third Monday of each month to discuss curriculum and problem solve regarding concerns and is led by the Principal.

The LLT functions in a variety of ways. The FCIM Leadership Team meets monthly to review student data and progress toward benchmark mastery. In addition, the FCIM Faciliator meets with teachers and/or grade level teams to review progress toward interventions implemented on targeted students and together brainstorm strategies to continue or change. Resources are also discussed and revised as needed.

Another function of the LLT group is to discuss literacy concerns across grade levels, including implementation of core curriculum and intervention programs.

### **Major initiatives of the LLT**

Meetings held regularly to review, discuss, and monitor progress of students receiving additional support through RtI/MTSS. Assist teachers school-wide with the implementation of new core and intervention curriculums in both reading and math, as well as support grade level planning for all subject areas.

Additional initiatives include continued implementation of literacy work stations, professional development in Common Core State Standards including increased use of informational text and writing across the curriculum.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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 student 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 Curriculum Resource Teacher (CRT), School Counselor, or Principal.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	63%	No	69%
American Indian				
Asian				
Black/African American	42%	40%	No	48%
Hispanic	85%	67%	No	87%
White	78%	77%	No	80%
English language learners				
Students with disabilities	27%	20%	No	34%
Economically disadvantaged	52%	49%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	27%	37%
Students scoring at or above Achievement Level 4	83	33%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		15%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	91	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	18	50%	55%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	29	41%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	60%	No	70%
American Indian				
Asian				
Black/African American	43%	31%	No	49%
Hispanic	85%	67%	No	87%
White	78%	78%	Yes	81%
English language learners				
Students with disabilities	33%	27%	No	40%
Economically disadvantaged	53%	43%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	26%	36%
Students scoring at or above Achievement Level 4	82	33%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	78	54%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	49%	55%



**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	31%	41%
Students scoring at or above Achievement Level 4	25	30%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	250	44%	50%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	40	7%	5%
Students who are not proficient in reading by third grade	37	38%	25%
Students who receive two or more behavior referrals	49	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	4%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Increase the percent of parents who participate in a school function (evening workshop, student/parent activity, volunteering, etc.) by 10% utilizing the 2013-2014 school and district parent involvement plan. Parent involvement activities include;

\*Meet the Teacher - August 2013 - 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 - September 2013 - 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 Parent Meeting - September 2013 - share information regarding Title I.

\*Teacher Work-night - October 2013 - This night is set aside for parents to have individual conferences with their child's teacher(s) to assess academic and/or behavioral progress; Progress Monitoring Plans are reviewed and signed, as appropriate.

\*Kindergarten Success Night - November 2013 - Provide parents with information about the kindergarten curriculum, report cards and other progress monitoring, homework, behavior and nutrition.

\*Parent Workshops for 3rd, 4th and 5th grade students - January 2014 - Inform parents about FCAT expectations and how to better prepare their child for the FCAT test. Strategies shared include academic strategies, as well as stress reduction.

\*Math Around the World - January 2014 - Improve the ability and comfort zone of parents to assist their child in becoming successful math problem solvers by engaging them in problem solving math games.

\*Reading Under the Stars - February 2014 - Provide parents with information about how to incorporate non-fiction text in their child's reading repertoire. Also teach students and parents about the planets and stars.

\*Math Night at Publix - Spring 2014 - Provide parents with information and strategies on how to apply math to real life situations for their children.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents who participate in parent involvement nights.	701		775%

## Goals Summary

- G1.** Increase participation in parent involvement activities/workshops.
- G2.** Increase achievement on all areas of FCAT
- G3.** Increase proficiency of students making learning gains.

## Goals Detail

### G1. Increase participation in parent involvement activities/workshops.

#### Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

#### Resources Available to Support the Goal

- Teacher willingness to include parents in their child's education.
- PTA support
- Student planners and/or take-home folders
- Parent communication - monthly newsletters, school marquee

#### Targeted Barriers to Achieving the Goal

- Lack of home/school connection with some families.

### Plan to Monitor Progress Toward the Goal

Parent involvement activities sign in sheets will show an increase of participation

#### Person or Persons Responsible

Principal, FCIM Facilitator, Teachers

#### Target Dates or Schedule:

On-going

#### Evidence of Completion:

Parent involvement sign-in sheets

## G2. Increase achievement on all areas of FCAT

### Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

### Resources Available to Support the Goal

- Staff Development
- Literacy and Math Workstations
- Use of Kagan structures and other high yield teaching strategies
- Title I interventions (both during the school day and after-school tutoring)

### Targeted Barriers to Achieving the Goal

- Lack of instructional time, including time for remediation/intervention/re-teaching
- Lack of teacher content knowledge/implementation of new curriculums

## Plan to Monitor Progress Toward the Goal

Assessment scores

### Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Teachers

### Target Dates or Schedule:

Ongoing following assessments

### Evidence of Completion:

Assessment scores show increase.

### G3. Increase proficiency of students making learning gains.

#### Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

#### Resources Available to Support the Goal

- Staff Development
- Literacy and Math Workstations
- Title I Interventions (both during the school day and after-school tutoring)
- Supplemental Materials

#### Targeted Barriers to Achieving the Goal

- Lack of instructional time, including time for remediation/intervention/differentiation

### Plan to Monitor Progress Toward the Goal

Disaggregation of data to show areas of growth for students in intervention groups

#### Person or Persons Responsible

Principal, CRT, FCIM Facilitator; Title I and ESE Teachers, Teachers

#### Target Dates or Schedule:

August 2013-June 2014

#### Evidence of Completion:

Student assessment data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase participation in parent involvement activities/workshops.

**G1.B2** Lack of home/school connection with some families.

**G1.B2.S1** Research additional methods of communication to increase parent communication, including teacher workshops to train in increasing parental engagement.

#### **Action Step 1**

Parent involvement/engagement workshop with staff.

#### **Person or Persons Responsible**

Principal, FCIM Facilitator

#### **Target Dates or Schedule**

November 2013-March 2014

#### **Evidence of Completion**

Follow-up from workshop; parent involvement activities sign in sheets; evidence of communication with parents.

#### **Facilitator:**

Principal, FCIM Facilitator

#### **Participants:**

All instructional staff

#### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Follow-up activities from inservice will be turned in to FCIM Facilitator

#### **Person or Persons Responsible**

Principal, FCIM Facilitator, Teachers

#### **Target Dates or Schedule**

January 2014 to March 2014

#### **Evidence of Completion**

Follow-up activity

## Plan to Monitor Effectiveness of G1.B2.S1

Parent involvement activities sign in sheets will show an increase in participation

### Person or Persons Responsible

Principal, FCIM Facilitator

### Target Dates or Schedule

August 2013-June 2014

### Evidence of Completion

Parent involvement activities sign-in sheets

## G2. Increase achievement on all areas of FCAT

### G2.B2 Lack of instructional time, including time for remediation/intervention/re-teaching

#### G2.B2.S1 Protected instructional time/use of instructional time

#### Action Step 1

Academic schedule ensures enough time to teach the necessary material and meets state and district guidelines.

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

August/September 2013 and revisions as necessary

#### Evidence of Completion

Schedule

#### Facilitator:

Principal, CRT, FDLRS, Hofstetter

#### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

Academic schedule being followed by teachers

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Classroom walk throughs and observations; lesson plans

### Plan to Monitor Effectiveness of G2.B2.S1

Progress monitoring, curriculum based assessments, FCAT, Discovery Education testing, FAIR

#### Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Teachers

#### Target Dates or Schedule

Ongoing throughout the school year

#### Evidence of Completion

Assessment scores

### G2.B2.S2 Title I Interventions (both during the school day and after-school tutoring)

#### Action Step 1

Title I interventions will support students in the lowest quartile to raise their achievement scores.

#### Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Title I teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Schedules, increase of students earning proficient scores.



### Plan to Monitor Fidelity of Implementation of G2.B2.S2

Increased achievement of students receiving Title I services in academic testing (curriculum based, formative, summative)

#### Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Teachers, Title I teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Assessment data

### Plan to Monitor Effectiveness of G2.B2.S2

Assessment scores will show an increase in student scores

#### Person or Persons Responsible

Principal, CRT, FCIM Facilitator, Teachers, Title I teachers

#### Target Dates or Schedule

August 2013-June 2013

#### Evidence of Completion

Assessment scores; Title I intervention records

### G2.B3 Lack of teacher content knowledge/implementation of new curriculums

**G2.B3.S1** On-going team planning utilizing curriculum pacing guides, online resources, school based training.

#### Action Step 1

Protected planning time for all grade level teams to meet for planning, data disaggregation

#### Person or Persons Responsible

Principal, CRT, Team leaders

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Team meeting minutes; lesson plans;

### Plan to Monitor Fidelity of Implementation of G2.B3.S1

Attendance at team meetings; lesson plans

#### Person or Persons Responsible

Principal, Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Team meeting minutes, including attendance; lesson plans

### Plan to Monitor Effectiveness of G2.B3.S1

Team meeting minutes are submitted after meetings; lesson plans reviewed regularly

#### Person or Persons Responsible

Principal, Team Leaders, Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Team meeting minutes; lesson plans

**G2.B3.S2** Disaggregation of data to understand where more emphasis is needed in instruction and where remediation is necessary.

#### Action Step 1

Data chats to disaggregate data to form instructional groups, plan for remediation, form intervention groups

#### Person or Persons Responsible

Principal, CRT, FCIM Facilitator; Teachers

#### Target Dates or Schedule

August 2013-June 2014

#### Evidence of Completion

Instructional group formation; FCIM meeting minutes

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2**

On-going monitoring of instructional groupings; intervention groups

#### **Person or Persons Responsible**

Principal, CRT, FCIM Facilitator, Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Instructional groups in classrooms; intervention groups; lesson plans

### **Plan to Monitor Effectiveness of G2.B3.S2**

Increase in student achievement on weekly and benchmark assessments

#### **Person or Persons Responsible**

Principal, CRT, FCIM Facilitator; Teachers

#### **Target Dates or Schedule**

August 2013-June 2014

#### **Evidence of Completion**

Curriculum based assessments; FAIR, Discovery Education Assessments; On Track

**G3. Increase proficiency of students making learning gains.**

**G3.B1 Lack of instructional time, including time for remediation/intervention/differentiation**

**G3.B1.S1** Ensure that targeted students receive maximized instructional time in the classroom and/or in ESE or Title I interventions.

**Action Step 1**

Master schedule implemented to ensure intervention times for targeted students

**Person or Persons Responsible**

Principal, CRT, Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Student schedule show core academic times, as well as intervention times for targeted students

**Facilitator:**

Principal, CRT, FCIM Facilitator

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

On-going monitoring of schedule implementation

**Person or Persons Responsible**

Princial, CRT, Teachers

**Target Dates or Schedule**

August 2013-June 2014

**Evidence of Completion**

Classroom walk-throughs, schedules in Infinite Campus

## Plan to Monitor Effectiveness of G3.B1.S1

Increased student achievement of students in intervention groups

### **Person or Persons Responsible**

Principal, CRT, FCIM Facilitator, Title I intervention teachers, ESE teachers

### **Target Dates or Schedule**

August 2013-June 2014

### **Evidence of Completion**

Student assessments scores

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through double-dose instruction provided by certified, highly qualified teacher tutors in reading and/or math during the regular school day and/or before or after school tutoring sessions. FCIM Facilitator is available to assist teachers in disaggregation of data and implement differentiated instruction for students. The FCIM Facilitator works closely with teachers in developing appropriate interventions for students. Modeling of effective teaching strategies is also available for instructional and non-instructional staff. Inservice training 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 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 Behavior Resource Teacher. Implementation of PBIS (Positive Behavior Interventions and Supports) 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. A large percentage of our students qualify for free and reduced meals. 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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase participation in parent involvement activities/workshops.

#### G1.B2 Lack of home/school connection with some families.

**G1.B2.S1** Research additional methods of communication to increase parent communication, including teacher workshops to train in increasing parental engagement.

#### **PD Opportunity 1**

Parent involvement/engagement workshop with staff.

#### **Facilitator**

Principal, FCIM Facilitator

#### **Participants**

All instructional staff

#### **Target Dates or Schedule**

November 2013-March 2014

#### **Evidence of Completion**

Follow-up from workshop; parent involvement activities sign in sheets; evidence of communication with parents.



## **G2. Increase achievement on all areas of FCAT**

### **G2.B2 Lack of instructional time, including time for remediation/intervention/re-teaching**

#### **G2.B2.S1 Protected instructional time/use of instructional time**

##### **PD Opportunity 1**

Academic schedule ensures enough time to teach the necessary material and meets state and district guidelines.

##### **Facilitator**

Principal, CRT, FDLRS, Hofstetter

##### **Participants**

All teachers

##### **Target Dates or Schedule**

August/September 2013 and revisions as necessary

##### **Evidence of Completion**

Schedule

## **G3. Increase proficiency of students making learning gains.**

### **G3.B1 Lack of instructional time, including time for remediation/intervention/differentiation**

**G3.B1.S1** Ensure that targeted students receive maximized instructional time in the classroom and/or in ESE or Title I interventions.

##### **PD Opportunity 1**

Master schedule implemented to ensure intervention times for targeted students

##### **Facilitator**

Principal, CRT, FCIM Facilitator

##### **Participants**

Teachers

##### **Target Dates or Schedule**

August 2013-June 2014

##### **Evidence of Completion**

Student schedule show core academic times, as well as intervention times for targeted students

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase participation in parent involvement activities/workshops.	\$1,500
G2.	Increase achievement on all areas of FCAT	\$322,000
Total		\$323,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Title I part A and CREATE	\$7,000	\$0	\$7,000
Title I Part A; district Title I funds; ESE allocation	\$0	\$315,000	\$315,000
Title I Part A	\$1,500	\$0	\$1,500
Total	\$8,500	\$315,000	\$323,500

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase participation in parent involvement activities/workshops.

##### G1.B2 Lack of home/school connection with some families.

**G1.B2.S1** Research additional methods of communication to increase parent communication, including teacher workshops to train in increasing parental engagement.

#### Action Step 1

Parent involvement/engagement workshop with staff.

#### Resource Type

Professional Development

#### Resource

Book - 101 Ways to Create Real Family Engagement

#### Funding Source

Title I Part A

#### Amount Needed

\$1,500

**G2. Increase achievement on all areas of FCAT**

**G2.B2 Lack of instructional time, including time for remediation/intervention/re-teaching**

**G2.B2.S1 Protected instructional time/use of instructional time**

**Action Step 1**

Academic schedule ensures enough time to teach the necessary material and meets state and district guidelines.

**Resource Type**

Professional Development

**Resource**

Differentiated Instruction staff development Kagan structures through Faculty meetings

**Funding Source**

Title I part A and CREATE

**Amount Needed**

\$7,000

**G2.B2.S2 Title I Interventions (both during the school day and after-school tutoring)**

**Action Step 1**

Title I interventions will support students in the lowest quartile to raise their achievement scores.

**Resource Type**

Personnel

**Resource**

Title I Intervention Teachers; After-School tutors, ESE Teachers

**Funding Source**

Title I Part A; district Title I funds; ESE allocation

**Amount Needed**

\$315,000