

Alachua County Public Schools

# C. W. Norton Elementary School



## 2018-19 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<br>(per MSID File) | 2017-18 Title I School | 2017-18 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 83%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 57%   |

### School Grades History

| Year  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | B       | B       | B       | B*      |

*\*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 10/16/2018.

### 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.

### 2018-19 DA Category and Statuses for C. W. Norton Elementary School

| DA Region and RED                            | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - <a href="#">Cassandra Brusca</a> | - 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 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 ensuring 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, Â§ 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
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     | 3           | 24 | 9 | 12 | 16 | 6  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 70    |
| One or more suspensions         | 0           | 2  | 1 | 2  | 0  | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 6     |
| Course failure in ELA or Math   | 0           | 0  | 0 | 6  | 10 | 6  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 22    |
| Level 1 on statewide assessment | 0           | 0  | 0 | 8  | 22 | 23 | 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 | 0           | 1 | 0 | 7 | 11 | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 30    |

**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, Â§ 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?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/664367>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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               |
|---------------------|---------------------|
| Mayo, Elena         | Principal           |
| Robbins, Christiana | Assistant Principal |
| Wycoff, Davette     | Instructional Coach |
| Basting, Kirby      | School Counselor    |
| Adams, Tiffany      | Other               |

#### 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 conducting 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; facilitates Leader in Me Lighthouse Committee.

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, the Principal, and the Assistant Principal meet with teachers regularly to review the progress of each individual student in the process. Through the use of Skyward, 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 Intervention Teacher to work with students in the bottom quartile. Instruction is focused on areas of deficit in ELA and math as identified by assessment data.

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..

Violence prevention programs: The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussions. Anti-bullying 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.

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 day 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          |
|-----------------------|----------------------------|
| Elena Mayo            | Principal                  |
| Dawn Boyer            | Education Support Employee |
| Jeff Tice             | Business/Community         |
| Tristin Ballentine    | Teacher                    |
| Latrell Simmons       | Parent                     |
| Joel Romelous         | Business/Community         |
| Jessica Bailey        | Teacher                    |
| Tiffany Rivera        | Teacher                    |
| Thu Vu Brown          | Parent                     |
| Cory Goeltzenleuchter | 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, Â§ 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

Evaluation and review of the School Improvement Plan (SIP) is an ongoing process that takes place throughout the year. This is critical to the development of the new SIP. Each member of the SAC receives a copy of the SIP and is encouraged to provide input or suggestions.

##### b. Development of this school improvement plan

The School Advisory Council reviews ongoing development of the School Improvement Plan and provides input at each stage of development.

Development of the School Improvement Plan (SIP) is reviewed at SAC meetings and members are invited to review the plan. Once developed each SAC receives a copy of the SIP for their records. Development of the new SIP includes a review of the previous year's SIP and adjustments are made based on suggestions from SAC.

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

The budget is reviewed with the SAC and SAC members are invited to provide input and suggestions. SAC has direct control over Lottery and School Recognition Funds that are use to supplement ongoing programs or fund expenditures not covered by other monies.

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

Raptorware visitor stickers and lisense renewal - \$540  
Lights Retention Scale Kit \$176.35  
Salaries for School Initiatives \$8,326.29  
\*Summer work hours for leadership team  
\*Stipends for Leader in Me Training  
\*Stipends for Kindergarten Screenings  
Shredder service - \$634.01  
Postage \$294.00

**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               |
|---------------------|---------------------|
| Mayo, Elena         | Principal           |
| Robbins, Christiana | Assistant Principal |
| Wycoff, Davette     | Instructional Coach |
| Basting, Kirby      | School Counselor    |
| Calton, Laura       | Teacher, K-12       |
| Adams, Tiffany      | Teacher, K-12       |

**b. Duties**

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

The Literacy Leadership Team will work to ensure that the school is incorporating the district literacy plan. The major initiative of the 2018-2019 school year is the successful implementation of adopted Florida Language Arts standards (LAFS). Instruction in LAFS will occur across the content areas. All students will receive 90 minutes of uninterrupted reading. Students will have an additional 30 minutes of writing instruction four times per week. The LLT will work with teachers to identify students in the bottom quartile and match interventions to the area of need. Staff will receive training standards based teaching, small group instruction, and teaching with rigor. The media specialist will work with teachers to incorporate literacy across content areas by guiding selection of literature to match content area standards. The Title 1 team along with homeroom teachers will provide parent trainings throughout the year to support literacy.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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. All grade level teams meet weekly. This team meeting time is a protected time on the school calendar to ensure teams have this time set aside. Team Leaders are selected by the teachers on their team and attend team leader meetings with the leadership team monthly. Following the team leader meetings, grade level teams meet to review the information shared and give input, as requested.

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 are continuing with the 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.

The school schedule is designed to allow for common planning time. 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.**

The principal is the person responsible for hiring within the school. The interview is conducted by the principal and may include other participants including, but not limited to, the assistant principal, team leaders, or members of the school leadership team.

When recruiting for open positions we look for the most highly qualified applicants and try to find the person who matches the school, grade level, or team on which the position is open. Certification, experience, and recommendations are all considered when choosing an applicant to interview.

In an effort to retain and develop highly-qualified teachers and staff, we conduct school-based trainings and mentoring activities throughout the year that match school and district initiatives and curriculum mandates as well as help them meet their own professional development needs.

## **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.***

We use the state-adopted texts that have alignment to the Florida Standards. We also follow the district and school pacing guide. These pacing guides have been developed by district/school staff to bridge the gap between Florida Standards and current curriculum. In order to ensure core academic programs and instructional materials are aligned to Florida Standards we conduct staff training on standards based instruction.

A continued initiative for the 2018-2019 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.

Training on Standards Based Instruction provides the understanding teachers and staff need to be able to objectively compare our resources to the standards. Teachers are then able to identify gaps in what is expected in the new standards to the material provided through our core curriculum. Once gaps are identified, teachers and staff are able to use supplemental materials, online resources, and research-based interventions to close those gaps and provide instruction that is comprehensive and well-rounded.

#### 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 throughout 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 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:** After School Program

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

Achieve 3000

### **Strategy Rationale**

This research-based intervention program will support students in the area of reading and provide an additional 2,400 minutes of instruction over the course of the year. Each child receives two extra hours of reading work per week by trained teachers.

### **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.

## **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, Â§ 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 fall to explain 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 an 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

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Raise achievement in ELA, Math and Science by at least 3 percentage points annually or 1 percentage point over the highest of the last 3 years, whichever is greater.
- G2.** Increase gains of the Lowest Quartile in both ELA and Math by 3 percentage points annually, or 1 percentage point over the highest of the last 3 years, whichever is greater.
- G3.** Reduce the number of out of school suspensions by at least 15% annually.

## 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.** Raise achievement in ELA, Math and Science by at least 3 percentage points annually or 1 percentage point over the highest of the last 3 years, whichever is greater. 1a

G100641

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA Mathematics Achievement  | 73.0          |
| FSA ELA Achievement          | 65.0          |
| FCAT 2.0 Science Proficiency | 70.0          |

**Targeted Barriers to Achieving the Goal** 3

- Interpreting data and determining next steps for instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CIMS Facilitator/Instructional Coach and Leadership team
- ISIP 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.

**Person Responsible**

Elena Mayo

**Schedule**

Annually, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

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

**G2.** Increase gains of the Lowest Quartile in both ELA and Math by 3 percentage points annually, or 1 percentage point over the highest of the last 3 years, whichever is greater. 1a

G100642

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 44.0          |
| Math Lowest 25% Gains        | 53.0          |

**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

Students will show gains on assessments throughout the year.

**Person Responsible**

Elena Mayo


**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Data from AIMS and ISP.

**G3. Reduce the number of out of school suspensions by at least 15% annually.** 1a

 G100643

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 26.0          |

**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**

Tiffany Adams

**Schedule**

Monthly, from 8/6/2018 to 5/31/2019

**Evidence of Completion**

Printed reports showing a decrease in 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.** Raise achievement in ELA, Math and Science by at least 3 percentage points annually or 1 percentage point over the highest of the last 3 years, whichever is greater. **1**

 **G100641**

**G1.B1** Interpreting data and determining next steps for instruction. **2**

 **B271542**

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

 **S287431**

### Strategy Rationale

These meetings 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, Assistant Principal, and/or Principal, teachers will determine next-steps in instruction based on student data.

#### Person Responsible

Davette Wycoff

#### Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

FCIM notes indicating changes in groups and instructional strategies; 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 pull differentiated groups for ELA and Math as indicated in the FCIM meeting notes.

**Person Responsible**

Elena Mayo

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Classroom Observations and Walk-Throughs

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

During subsequent data discussions, data will be removed for improvement and additional areas of concern.

**Person Responsible**

Christiana Robbins

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

FCIM Meeting Notes, Assessment Scores shared in Google Drive

**G2.** Increase gains of the Lowest Quartile in both ELA and Math by 3 percentage points annually, or 1 percentage point over the highest of the last 3 years, whichever is greater. 1

G100642

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

B271544

**G2.B1.S1** Students receive additional intervention in ELA and/or math. 4

S287432

### Strategy Rationale

Students who lack prerequisite skills in reading and/or math need additional support through academic intervention.

### Action Step 1 5

Students are identified by using multiple sources of data (e.g. DIBELS, ISIP, FSA, District Quarterly Assessments) as being in the lowest quartile.

#### Person Responsible

Davette Wycoff

#### Schedule

Monthly, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

Students are identified and placed into interventions.

### Action Step 2 5

Targeted students receive interventions in small groups.

#### Person Responsible

Davette Wycoff

#### Schedule

Weekly, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

Schedules have been built and students are scheduled in district/database schedule. Targeted students are tied to specific intervention teachers.

### Action Step 3 **5**

Teachers receive training in intervention programs being used at the school.

**Person Responsible**

Davette Wycoff

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Training scheduled and completed.

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

Throughout the year as data becomes available, students will continued to be identified and monitored.

**Person Responsible**

Davette Wycoff

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Students have been identified, schedules have been built, and interventions are implemented.

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

Schedules, Progress-monitoring data

**Person Responsible**

Davette Wycoff


**Schedule**

Biweekly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Schedules and data collected and reviewed throughout the year.

**G2.B1.S2** Title 1 personnel will reduce class size in third grade. 4

 S287433

**Strategy Rationale**

Students who lack prerequisite skills in reading benefit from small group size to provide differentiation in instruction.

**Action Step 1** 5

Title 1 personnel are used in third grade to reduce class size.

**Person Responsible**

Elena Mayo

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Class rosters in Skyward will reflect reduced class size.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Class rosters will be monitored in third grade to ensure they stay below 18.

**Person Responsible**

Elena Mayo

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Class rosters in Skyward

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Third grade scores in ELA and math will be reviewed in Data Chats for increase in student performance.

**Person Responsible**

Davette Wycoff

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Data from concept assessments, ISIP tests, AIMS, and FSA.

**G3. Reduce the number of out of school suspensions by at least 15% annually. 1**

 G100643

**G3.B4 Implementation of PBS program with fidelity 2**

 B271550

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

 S287438

**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**

Tiffany Adams

**Schedule**

Monthly, from 8/6/2018 to 6/4/2019

**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**

Tiffany Adams

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

**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**

Tiffany Adams

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**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**

Elena Mayo

**Schedule**

Monthly, from 8/6/2018 to 5/31/2019

**Evidence of Completion**

Faculty meeting agendas, PBS/Lighthouse committee meeting agendas.

## V. Professional Development Opportunities

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

**G1.** Raise achievement in ELA, Math and Science by at least 3 percentage points annually or 1 percentage point over the highest of the last 3 years, whichever is greater.

**G1.B1** Interpreting data and determining next steps for instruction.

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

### PD Opportunity 1

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

#### Facilitator

Davette Wycoff, Christiana Robbins, Elena Mayo

#### Participants

Instructional Staff

#### Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

**G2.** Increase gains of the Lowest Quartile in both ELA and Math by 3 percentage points annually, or 1 percentage point over the highest of the last 3 years, whichever is greater.

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

**G2.B1.S1** Students receive additional intervention in ELA and/or math.

### PD Opportunity 1

Teachers receive training in intervention programs being used at the school.

#### Facilitator

Davette Wycoff

#### Participants

Intervention Teachers

#### Schedule

Quarterly, from 8/13/2018 to 5/31/2019

**G3.** Reduce the number of out of school suspensions by at least 15% annually.

**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, Tiffany Adams, PBS/Lighthouse committee members

**Participants**

All instructional staff, individual training with paras.

**Schedule**

Monthly, from 8/6/2018 to 6/4/2019

## VI. Technical Assistance Items

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














## VII. Budget

|   |             |   |  |                 |     |                     |
|---|-------------|---|--|-----------------|-----|---------------------|
| 1 | G1.B1.S1.A1 | <b>Collaborative Planning: through grade level data discussions with CIMS/ Facilitator, Assistant Principal, and/or Principal, teachers will determine next-steps in instruction based on student data.</b> |  |                 |     | <b>\$69,575.00</b>  |
|   | Function    | Object  | Budget Focus   | Funding Source  | FTE | 2018-19             |
|   | 6400        | 140-Substitute Teachers   | 0541 - C. W. Norton Elementary School  | Title, I Part A |     | \$7,675.00          |
|   |             |   | <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> |                 |     |                     |
|   | 6300        | 120-Classroom Teachers  | 0541 - C. W. Norton Elementary School  | Title, I Part A |     | \$8,400.00          |
|   |             |   | <i>Notes: Professional Learning Community on Differentiated Instruction and/or Small Group Instruction. Stipends at the rate of \$27.50 per hour.</i>                              |                 |     |                     |
|   | 5100        | 510-Supplies  | 0541 - C. W. Norton Elementary School  | Title, I Part A |     | \$500.00            |
|   |             |   | <i>Notes: Supplemental instructional materials (paper, pencils, pens, markers, notebooks, folders, highlighters, Post-It notes, chart paper)</i>                                   |                 |     |                     |
|   | 5100        | 100-Salaries  | 0541 - C. W. Norton Elementary School  | Title, I Part A |     | \$53,000.00         |
|   |             |   | <i>Notes: FCIM Facilitator</i>   |                 |     |                     |
| 2 | G2.B1.S1.A1 | <b>Students are identified by using multiple sources of data (e.g. DIBELS, ISIP, FSA, District Quarterly Assessments) as being in the lowest quartile.</b>  |  |                 |     | <b>\$22,000.00</b>  |
|   | Function    | Object  | Budget Focus   | Funding Source  | FTE | 2018-19             |
|   |             |   | 0541 - C. W. Norton Elementary School  | Other           |     | \$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 | G2.B1.S1.A2 | <b>Targeted students receive interventions in small groups.</b>   |  |                 |     | <b>\$105,800.00</b> |
|   | Function    | Object  | Budget Focus   | Funding Source  | FTE | 2018-19             |
|   | 5100        | 510-Supplies  | 0541 - C. W. Norton Elementary School  |                 |     | \$13,000.00         |
|   |             |   | <i>Notes: Consumable materials and supplies to be used for intervention.</i>   |                 |     |                     |
|   | 5100        | 100-Salaries  | 0541 - C. W. Norton Elementary School  | Title, I Part A |     | \$52,000.00         |
|   |             |   | <i>Notes: Title 1 intervention teacher that pulls small groups.</i>  |                 |     |                     |



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|   |             |   |  |                          |               |                     |
|---|-------------|---|--|--------------------------|---------------|---------------------|
|   | 5100        | 520-Textbooks   | 0541 - C. W. Norton Elementary School  | Title, I Part A          |               | \$22,300.00         |
|   |             |   | <i>Notes: Supplemental textbooks to be used for intervention.</i>  |                          |               |                     |
|   | 5100        | 100-Salaries  | 0541 - C. W. Norton Elementary School  | Title, I Part A          |               | \$18,500.00         |
|   |             |   | <i>Notes: Stipend for after school tutoring.</i>   |                          |               |                     |
| 4 | G2.B1.S1.A3 | <b>Teachers receive training in intervention programs being used at the school.</b>   |  |                          |               | <b>\$0.00</b>       |
| 5 | G2.B1.S2.A1 | <b>Title 1 personnel are used in third grade to reduce class size.</b>  |  |                          |               | <b>\$0.00</b>       |
| 6 | G3.B4.S1.A1 | <b>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.</b>   |  |                          |               | <b>\$15,000.00</b>  |
|   | Function    | Object  | Budget Focus   | Funding Source           | FTE           | 2018-19             |
|   |             |   | 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> |                          |               |                     |
| 7 | G3.B4.S1.A2 | <b>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.).</b> |  |                          |               | <b>\$5,000.00</b>   |
|   | Function    | Object  | Budget Focus   | Funding Source           | FTE           | 2018-19             |
|   |             |   | 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>                             |                          |               |                     |
|   |             |   |  |                          | <b>Total:</b> | <b>\$217,375.00</b> |

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who                 | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date       |
|---|--|---------------------|-------------------------------|---|-------------------------|
| <b>2019</b>   |  |                     |                               |   |                         |
| G1.MA1<br> M426022         | Quarterly assessment data, grade level common assessment data, teacher/school lists of students...     | Mayo, Elena         | 8/13/2018                     | 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 proficiency in ELA, Math and Science. | 5/31/2019 annually      |
| G2.MA1<br> M426027         | Students will show gains on assessments throughout the year.   | Mayo, Elena         | 8/13/2018                     | Data from AIMS and ISP.   | 5/31/2019 quarterly     |
| G3.MA1<br> M426032         | Discipline reports through Skyward and RtIB  | Adams, Tiffany      | 8/6/2018                      | Printed reports showing a decrease in the number of out-of-school suspensions.  | 5/31/2019 monthly       |
| G1.B1.S1.MA1<br> M426020   | During subsequent data discussions, data will be removed for improvement and additional areas of...    | Robbins, Christiana | 8/13/2018                     | FCIM Meeting Notes, Assessment Scores shared in Google Drive  | 5/31/2019 monthly       |
| G1.B1.S1.MA1<br> M426021   | Teachers will pull differentiated groups for ELA and Math as indicated in the FCIM meeting notes.      | Mayo, Elena         | 8/13/2018                     | Classroom Observations and Walk-Throughs  | 5/31/2019 monthly       |
| G1.B1.S1.A1<br> A389914    | Collaborative Planning: through grade level data discussions with CIMS/Facilitator, Assistant...       | Wycoff, Davette     | 8/13/2018                     | FCIM notes indicating changes in groups and instructional strategies; classroom walkthroughs/observations when changes in instruction (based on data) are implemented.  | 5/31/2019 every-6-weeks |
| G2.B1.S1.MA1<br> M426023 | Schedules, Progress-monitoring data  | Wycoff, Davette     | 8/13/2018                     | Schedules and data collected and reviewed throughout the year.  | 5/31/2019 biweekly      |
| G2.B1.S1.MA1<br> M426024 | Throughout the year as data becomes available, students will continued to be identified and...         | Wycoff, Davette     | 8/13/2018                     | Students have been identified, schedules have been built, and interventions are implemented.  | 5/31/2019 monthly       |
| G2.B1.S1.A1<br> A389915  | Students are identified by using multiple sources of data (e.g. DIBELS, ISIP, FSA, District...         | Wycoff, Davette     | 8/13/2018                     | Students are identified and placed into interventions.  | 5/31/2019 monthly       |
| G2.B1.S1.A2<br> A389916  | Targeted students receive interventions in small groups.   | Wycoff, Davette     | 8/13/2018                     | Schedules have been built and students are scheduled in district/database schedule. Targeted students are tied to specific intervention teachers.   | 5/31/2019 weekly        |
| G2.B1.S1.A3<br> A389917  | Teachers receive training in intervention programs being used at the school.                           | Wycoff, Davette     | 8/13/2018                     | Training scheduled and completed.   | 5/31/2019 quarterly     |
| G3.B4.S1.MA1<br> M426030 | Through on-going monitoring, data will be collected and shared with the faculty and PBS committee...   | Mayo, Elena         | 8/6/2018                      | Faculty meeting agendas, PBS/Lighthouse committee meeting agendas.  | 5/31/2019 monthly       |
| G3.B4.S1.MA1<br> M426031 | Monitoring discipline logs and referral data; RtIB data; attendance at PBS events.                     | Adams, Tiffany      | 8/13/2018                     | Discipline logs; discipline data; PBS event attendance records; RtIB  | 5/31/2019 quarterly     |
| G3.B4.S1.A2<br> A389922  | The teachers will positively reward students through the use of Norton Bucks for their behavior and... | Adams, Tiffany      | 8/13/2018                     | Decrease in the number of discipline referrals, decrease in the number of students tracked on the discipline log kept by the Assistant Principal.   | 5/31/2019 daily         |
| G2.B1.S2.MA1<br> M426025 | Third grade scores in ELA and math will be reviewed in Data Chats for increase in student...           | Wycoff, Davette     | 8/13/2018                     | Data from concept assessments, ISIP tests, AIMS, and FSA.   | 5/31/2019 quarterly     |
| G2.B1.S2.MA1<br> M426026 | Class rosters will be monitored in third grade to ensure they stay below 18.                           | Mayo, Elena         | 8/13/2018                     | Class rosters in Skyward  | 5/31/2019 weekly        |

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| Source   | Task, Action Step or Monitoring Activity   | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date |
|--|--|----------------|-------------------------------|--|-------------------|
| G2.B1.S2.A1<br> A389918 | Title 1 personnel are used in third grade to reduce class size.                                  | Mayo, Elena    | 8/13/2018                     | Class rosters in Skyward will reflect reduced class size.  | 5/31/2019 daily   |
| G3.B4.S1.A1<br> A389921 | PBS/Lighthouse committee meetings to revise the PBS plan for the school year; develop teacher... | Adams, Tiffany | 8/6/2018                      | Meeting agendas, meeting minutes, implementation of the PBS program, classroom behavior charts, school-wide expectation charts | 6/4/2019 monthly  |