

Alachua County Public Schools

C. W. Norton Elementary School



2019-20 Schoolwide Improvement Plan

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C. W. Norton Elementary School

2200 NW 45TH AVE, Gainesville, FL 32605

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

Demographics

Principal: Elena Mayo

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: B (54%) 2016-17: B (56%) 2015-16: B (60%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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Part I: School Information

School Mission and Vision

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!

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Mayo, Elena	Principal	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.
Adams, Tiffany	Dean	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.
James Woodley, Shalante	School Counselor	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.
Harris, Annie	Assistant Principal	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

Name	Title	Job Duties and Responsibilities
		with formation of common grade level assessments and oversees data collection of assessment scores.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	95	117	113	90	96	0	0	0	0	0	0	0	616
Attendance below 90 percent	3	7	11	11	6	14	0	0	0	0	0	0	0	52
One or more suspensions	0	1	1	2	2	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	2	6	12	10	4	13	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	3	22	26	0	0	0	0	0	0	0	51

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	4	7	17	0	0	0	0	0	0	0	31

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Wednesday 9/25/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
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Students with two or more indicators

Prior Year - Updated

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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	59%	57%	61%	59%	55%
ELA Learning Gains	55%	57%	58%	58%	61%	57%
ELA Lowest 25th Percentile	42%	49%	53%	43%	48%	52%
Math Achievement	60%	60%	63%	67%	63%	61%
Math Learning Gains	60%	61%	62%	60%	65%	61%
Math Lowest 25th Percentile	42%	49%	51%	43%	50%	51%
Science Achievement	61%	57%	53%	60%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	105 (0)	95 (0)	117 (0)	113 (0)	90 (0)	96 (0)	616 (0)
Attendance below 90 percent	3 ()	7 ()	11 ()	11 ()	6 ()	14 ()	52 (0)
One or more suspensions	0 ()	1 (0)	1 (0)	2 (0)	2 (0)	2 (0)	8 (0)
Course failure in ELA or Math	2 ()	6 (0)	12 (0)	10 (0)	4 (0)	13 (0)	47 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	22 (0)	26 (0)	51 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	57%	5%	58%	4%
	2018	58%	56%	2%	57%	1%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	53%	55%	-2%	58%	-5%
	2018	64%	54%	10%	56%	8%
Same Grade Comparison		-11%				
Cohort Comparison		-5%				
05	2019	65%	55%	10%	56%	9%
	2018	48%	55%	-7%	55%	-7%
Same Grade Comparison		17%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	58%	2%	62%	-2%
	2018	72%	60%	12%	62%	10%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	63%	60%	3%	64%	-1%
	2018	72%	60%	12%	62%	10%
Same Grade Comparison		-9%				
Cohort Comparison		-9%				
05	2019	55%	57%	-2%	60%	-5%
	2018	64%	61%	3%	61%	3%
Same Grade Comparison		-9%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	55%	6%	53%	8%
	2018	59%	55%	4%	55%	4%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	28	33	17	24	29	10				
ASN	80			90							
BLK	40	50	39	35	53	44	27				
HSP	62	34		62	52		47				
MUL	68	59		71	68		73				
WHT	73	63	50	73	64		78				
FRL	47	44	44	47	56	50	50				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	27	21	31	41	33	10				
ASN	62	60		85	91						
BLK	31	35	34	47	50	29	28				
HSP	81	82		81	59		70				
MUL	65	38		88	81						
WHT	68	54		80	77		83				
FRL	43	47	33	61	60	33	41				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	42	42	27	38	36	28				
ASN	80	90		94	100						
BLK	33	44	39	40	51	44	28				
HSP	63	56		67	63						
MUL	72	47		72	68		62				
WHT	75	69	67	81	61		85				
FRL	47	53	47	52	48	42	42				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	381

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Performance of students in the bottom quartile in both ELA and Math showed the lowest performance. It is important to note that while these are the lowest performance areas, there was a gain in both of these categories when compared with data from the previous school year. The school focused on the bottom quartile during the 2018-19 school year. A Title I teacher tutor provided intervention to students identified as being in the bottom quartile. Additionally, supplemental materials were purchased to target specific deficits in ELA. Teacher received training from the coach on how to effectively implement these materials.

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

The greatest decline is in the area of overall math achievement. Prior to the 2019 school year the data for math achievement had been improving from 66% in 2016 to 67% in 2017 and then 72% in 2018. Gains made by all students also increased from 2016 to 2018. The gains for the bottom quartile however have been declining from 2016 to 2018. In 2019 this is the one area of growth for the school in mathematics. Last year the school focused heavily on the bottom quartile with the addition of an intervention teacher. This might suggest a need for increased rigor in tier one math instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Performance of the lowest quartile in ELA showed the greatest gap when compared with state average. This was an area of focus for our school during the 2018-29 school and will continue to be an area of focus for the 2019-20 school year. While performance is significantly below state average, as a school we showed improvement from the prior school year. We used Title I funds to during the 2018-19 school year to hire an intervention teacher focusing on the lowest quartile. This year we are adding a second Title 1 intervention teacher to provide additional support.

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

The most improvement was noted in math learning gains by the students in the lowest 25th percentile. During the 2018-19 school we added a Title I intervention teacher to provide research based interventions in math to students in the lowest quartile.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In looking at our EWS data an area of concern is the increase in number of students with failing grades in ELA or math over the previous year. While this increased our number of students scoring at a level 1 did not increase. This suggests a need to look at core instruction as well as tiered intervention. Aligning all instruction and assessments with test specifications and item complexity could help to ensure that grades accurately predict mastery of content.

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

1. Increase gains of Lowest Quartile in ELA and Math
2. Increase gains of students with disabilities in ELA and Math
3. Decrease out of school suspension
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase gains of the Lowest Quartile
Rationale	The percentage of students in the Lowest Quartile increased however even with this increase it still remained below both state and district average. Increasing the gains of the Lowest Quartile will help to close the achievement gap for students with disabilities who are often included in the Lowest Quartile.
State the measurable outcome the school plans to achieve	Increase gains of the Lowest Quartile in ELA and Math by three percentage points annually or one percentage point over the highest of the last 3 years. Forty-four percent of students in the bottom quartile will achieve learning gains in ELA and Math on FSA.
Person responsible for monitoring outcome	Elena Mayo (mayoea@gm.sbac.edu)
Evidence-based Strategy	Students identified as being in the Lowest Quartile will receive targeted interventions in small group.
Rationale for Evidence-based Strategy	Students who lack prerequisite skills in reading and/or math need additional support through academic intervention.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers receive training on aligning core instruction to State Standards. 2. Teachers receive training on tiered academic interventions. 2. Students are identified by using multiple sources of data (e.g. DIBELS, ISIP, FSA, District Quarterly Assessments) as being in the lowest quartile. 3. Targeted students receive interventions in small groups. 4. Title I teacher tutors provide additional support to students. 5. Adjustments to interventions will be made throughout the year based on data.
Person Responsible	Melissa Gleman (glemanma@gm.sbac.edu)

#2	
Title	Reduce the number of out of school suspensions of African American Students
Rationale	Students need to be in class in order to receive instruction on state standards. Suspension removes students from the classroom and causes them to miss instruction.
State the measurable outcome the school plans to achieve	Reduce the number of out of school suspensions annually by 15%
Person responsible for monitoring outcome	Elena Mayo (mayoea@gm.sbac.edu)
Evidence-based Strategy	The school will continue with implementation of PBIS.
Rationale for Evidence-based Strategy	When the PBIS 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	
Description	<ol style="list-style-type: none"> 1. PBIS committee meeting to revise the PBIS plan for the year. 2. PBIS inservice provided to teachers during pre-planning. 3. Faculty and staff 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.). 4. Data will be monitored by the leadership team to ensure student success. 5. Faculty and staff will receive training on tiered behavior interventions. 6. Tiered behavior interventions will be provided for students unable to be successful on the school wide plan.
Person Responsible	Tiffany Adams (adamstm@gm.sbac.edu)

#3	
Title	Increase gains of students with disabilities
Rationale	The students with disabilities sub-group performed below 41%. There is a gap between their achievement when compared with peers.
State the measurable outcome the school plans to achieve	Increase gains of the Lowest Quartile in ELA and Math by three percentage points annually or one percentage point over the highest of the last 3 years. Thirty-six percent of students with disabilities will achieve learning gains in ELA and Thrity-four percent of students with learning disabilities will each learning gains in math.
Person responsible for monitoring outcome	Elena Mayo (mayoea@gm.sbac.edu)
Evidence-based Strategy	Provide core instruction and research based intervention to students with disabilities in the least restrictive setting in accordance with their individual IEP.
Rationale for Evidence-based Strategy	Students need exposure to core curriculum and scaffolded interventions to bridge academic deficits.
Action Step	
Description	<ol style="list-style-type: none"> 1. All IEPs will be reviewed at the beginning of the year to determine placement for students based on their LRE. 2. A BPIE committee will meet monthly to discuss progress of ESE students and needed additional supports. 3. Professional development will be provided to all teachers on UDL. 4. Professional development will be provided to teachers on aligning standards with instruction and tiered interventions. 5. IEPs goals will be written to reflect individual needs based on current data.Students will receive interventions to target IEP goals. 6. Students will receive instruction and intervention in accordance with their IEP.
Person Responsible	Annie Harris (harrisal@gm.sbac.edu)

#4

Title	Reduce the achievement gap in all curricular areas
Rationale	Review of school data showed a decrease in the gap for Black students from 2017-18 to 2018-19 in the area of learning gains for ELA and math as well as achievement level for math. The gap for ELA widened. Data review showed that for students with disabilities the gap has widened in achievement in both ELA and math but has narrowed in learning gains for both ELA and math. Continued focus will help to narrow the achievement gap for all subgroups.

State the measurable outcome the school plans to achieve

Reduce the achievement gap in ELA and Math by three percentage points

Person responsible for monitoring outcome

Elena Mayo (mayoea@gm.sbac.edu)

Evidence-based Strategy

Provide standards based instruction to all students in whole and small groups and reteaching based on current data.

Rationale for Evidence-based Strategy

The school showed overall improvement in learning gains during the 2018 -19 school year in both subgroups. The school focused on quality classroom instruction aligned with state standards and student data. The school also focused on providing extra support to students in tier two and tier three. Continued implementation will help with continuing to close the achievement gap.

Action Step

Description

1. Teachers receive training on aligning core instruction to State Standards.
2. Teachers receive training on tiered academic interventions.
3. Students are identified by using multiple sources of data (e.g. DIBELS, ISIP, FSA, District Quarterly Assessments) as being in the lowest quartile.
4. Targeted students receive interventions in small groups.
5. Administrators conduct Walkthroughs and observations tied to instructional framework and best practices providing feedback to teachers

Person Responsible

Elena Mayo (mayoea@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school strives to provide multiple ways for parents and community members to be engaged in the school community. The year begins by welcoming families to school through Meet Your Teacher and Open House. At both of these events parents visit their students classrooms, learning about their child's upcoming school year.

All parents are invited to join the PTA which holds regular meetings. The PTA hosts multiple events throughout the year in partnership with various community businesses including movie night, STEM night, a carnival, and diversity night.

Regular communication with families is maintained through the use of the a weekly folder. In third through fifth grades planners are used to assist students in being organized and sharing important information with parents and teachers. A training on the use of planners is done during Open House. A monthly newsletter is sent home at the beginning of each month along with a calendar of important events. Grade levels and/or individual teachers send home newsletters as well.

In an effort to help parents support students at home, the school hosts family workshops focusing on a variety of topics including science, Florida Standards, transitioning to middle school, and summer reading. All workshops are supported by the Title 1 program.

School clubs are another opportunity for family and/or community involvement. Some clubs have local competitions that are open to families such as math and robotics. Girls on the Run participates in a community run where school staff and families come out in support of students. The Ukulele Club and Chorus host various evening performances which brings families to the school as well.

Lastly the school hosts three awards assemblies during the year to recognize students. Awards are presented for attendance, leadership, and academics. Those assemblies are open to families.

PFEP Link

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

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 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. Through this program, 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 have become a part of the school culture. This helps students build positive relationships with their peers, which, in turn, prevents and combats bullying.

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. Parents are given informational handouts and a learning mat to help prepare their children with skills essential for school success. 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 and a representative from a local middle school. Fifth grade teachers attend to answer questions as well. 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.

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. 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 inputted 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/RtI 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/RtI 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.

The CIMS Facilitator/ Instructional Coach is available to assist teachers in dis-aggregation of data and implementing 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.

Two Title 1 Intervention Teachers work struggling students focusing on deficits in ELA and math as identified by assessment data.

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

In the spring the school hosts a school wide career day. Students get to hear various mini presentations from community members highlighting various careers. In the fall the school has "Vehicle Day" for students to have hands-on experiences with a variety of vehicles that are a integral part of a career to get a better understanding of that career. A few examples of vehicles we have annually are police cars, fire trucks, ambulances, tractors, limousines, and helicopters. 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 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase gains of the Lowest Quartile				\$339,407.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0541 - C. W. Norton Elementary School	Title, I Part A	3.0	\$204,648.00
			<i>Notes: State certified resource teachers in reading and math to implement intervention models for lowest performing students. State certified teacher to provide coaching and assistance with data collection, disaggregation, and analysis. Paraprofessional to provide targeted intervention under the direction of certified teacher.</i>			
	5100	510-Supplies	0541 - C. W. Norton Elementary School	Title, I Part A		\$6,001.00
			<i>Notes: Consumable classroom materials and supplies used for student instruction.</i>			
	5100	369-Technology-Related Rentals	0541 - C. W. Norton Elementary School	Title, I Part A		\$5,295.00
			<i>Notes: Rental for web based interventions and resources</i>			

	5100	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$9,101.00
			<i>Notes: Textbooks and workbooks used for student instruction.</i>			
	5100	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A		\$15,070.00
			<i>Notes: Retirement at 8.47%.</i>			
	5100	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A		\$13,707.00
			<i>Notes: Social Security (FICA) at 7.65%.</i>			
	5100	230-Group Insurance	0541 - C. W. Norton Elementary School	Title, I Part A		\$25,571.00
			<i>Notes: Insurance at \$66,819.</i>			
	5100	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A		\$907.00
			<i>Notes: Early retirement at .51%.</i>			
	5100	391-Subagreements up to \$25,000	0541 - C. W. Norton Elementary School	Title, I Part A		\$750.00
			<i>Notes: Printing and duplicating materials uses in classrooms for student instruction.</i>			
	5100	622-Audio Visual Materials Non-Capitalized	0541 - C. W. Norton Elementary School			\$2,000.00
			<i>Notes: Audio visual costing less than \$1000 used for student instruction.</i>			
	5900	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A		\$16,000.00
			<i>Notes: Stipends, teachers (before and after school tutorial model) Provide before and after school tutoring for math and reading to low performing students. Tutoring must be provided by highly qualified teachers in small groups.</i>			
	5900	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,355.00
			<i>Notes: Retirement at 8.47%.</i>			
	5900	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,224.00
			<i>Notes: Social Security (FICA) at 7.65%.</i>			
	5900	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A		\$82.00
			<i>Notes: Early retirement at .51%.</i>			
	6300	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A		\$7,200.00
			<i>Notes: Stipends, teachers Stipends, instructional staff (data driven, goals, planning, implementation, collaborative product)f</i>			
	6300	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A		\$610.00
			<i>Notes: Retirement at 8.47%.</i>			
	6300	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,285.00

			Notes: Social Security (FICA) at 7.65%.			
	6300	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A		\$37.00
			Notes: Early retirement at .51%.			
	6300	510-Supplies	0541 - C. W. Norton Elementary School	Title, I Part A		\$500.00
			Notes: Consumable materials and supplies used as part of PLC.			
	6300	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,000.00
			Notes: Books that do not clearly fall into another category. Used as part of PLC.			
	6300	750-Other Personal Services	0541 - C. W. Norton Elementary School	Title, I Part A		\$9,593.00
			Notes: Compensation paid to substitute teachers not under contract for PLC.			
	6400	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A		\$14,880.00
			Notes: Inservice stipends, teachers Stipends for instructional staff development (inservices, conferences, workshops)			
	6400	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,260.00
			Notes: Retirement at 8.47%.			
	6400	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,138.00
			Notes: Social Security (FICA) at 7.65%.			
	6400	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A		\$76.00
			Notes: Early retirement at .51%.			
	6400	510-Supplies	0541 - C. W. Norton Elementary School	Title, I Part A		\$117.00
			Notes: Consumable materials and supplies used as part of the insurance/training.			
2	III.A.	Areas of Focus: Reduce the number of out of school suspensions of African American Students				\$0.00
3	III.A.	Areas of Focus: Increase gains of students with disabilities				\$0.00
4	III.A.	Areas of Focus: Reduce the achievement gap in all curricular areas				\$0.00
Total:					\$339,407.00	