

Alachua County Public Schools

C. W. Norton Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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C. W. Norton Elementary School

2200 NW 45TH AVE, Gainesville, FL 32605

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mayo, Elena	Principal	Principal: Provides a common vision for the use of data-based decision making; setting school-wide goals; ensures the school based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills with school staff, ensures implementation of interventions, reviews documentation; ensures training is conducted annually and as needed for individual students; participates in Educational Planning evaluation; participates in grade level data chats and other grade level meetings; facilitates leadership team meetings; helps develop school-wide behavior plan.
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; assist 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.
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 (district data base); assist teachers with the implementation of classroom behavior plans; oversees transportation (buses and car circle); meets weekly with leadership team on matters of concern/decision making.
Ballentine, Tristin	Instructional Coach	IIC Instructional Coach: oversees the MTSS/Rtl process by providing a common vision for the use of data-based decision making, insuring that MTSS/Rtl is implemented according to district guidelines; oversees implementation and documentation of interventions.
Llanes, Patricia	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; teaches students through classroom guidance lessons; is responsible for scheduling ESE meetings and 504 meetings; 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.

Demographic Information

Principal start date

Sunday 7/1/2018, Elena Mayo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

570

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	90	94	100	82	88	99	0	0	0	0	0	0	0	553
Attendance below 90 percent	4	15	16	3	12	22	0	0	0	0	0	0	0	72
One or more suspensions	0	2	0	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	3	8	14	16	24	0	0	0	0	0	0	0	65
Course failure in Math	0	7	19	12	16	23	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	6	19	11	10	21	0	0	0	0	0	0	0	69

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	1	3	2	5	4	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/29/2021

2020-21 - As Reported

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	
Number of students enrolled	61	85	79	105	89	85	0	0	0	0	0	0	0	504
Attendance below 90 percent	4	7	1	5	13	4	0	0	0	0	0	0	0	34
One or more suspensions	0	4	0	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	3	5	3	2	1	0	0	0	0	0	0	0	14
Course failure in Math	0	4	4	2	1	3	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	4	2	3	11	0	0	0	0	0	0	0	23

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	61	85	79	105	89	85	0	0	0	0	0	0	0	504
Attendance below 90 percent	4	7	1	5	13	4	0	0	0	0	0	0	0	34
One or more suspensions	0	4	0	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	3	5	3	2	1	0	0	0	0	0	0	0	14
Course failure in Math	0	4	4	2	1	3	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	4	2	3	11	0	0	0	0	0	0	0	23

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	59%	57%	58%	58%	56%
ELA Learning Gains				55%	57%	58%	51%	53%	55%
ELA Lowest 25th Percentile				42%	49%	53%	36%	40%	48%
Math Achievement				60%	60%	63%	72%	64%	62%
Math Learning Gains				60%	61%	62%	68%	58%	59%
Math Lowest 25th Percentile				42%	49%	51%	34%	45%	47%
Science Achievement				61%	57%	53%	61%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	57%	5%	58%	4%
Cohort Comparison						
04	2021					
	2019	53%	55%	-2%	58%	-5%
Cohort Comparison		-62%				
05	2021					
	2019	65%	55%	10%	56%	9%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	58%	2%	62%	-2%
Cohort Comparison						
04	2021					
	2019	63%	60%	3%	64%	-1%
Cohort Comparison		-60%				
05	2021					
	2019	55%	57%	-2%	60%	-5%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	55%	6%	53%	8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

In first and second grade, ISIP was used for progress monitoring in math and ELA. In grades three through five, AIMS was used for progress monitoring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	43	46
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	52	69
	Economically Disadvantaged			
	Students With Disabilities			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	60	65
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	46	45
	Economically Disadvantaged			
	Students With Disabilities			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.9	62.8	55
	Economically Disadvantaged	50.2	57.1	46.8
	Students With Disabilities	34.2	45	27.4
	English Language Learners	43	57.7	51.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.1	66.5	78.3
	Economically Disadvantaged	53.9	60.4	71.1
	Students With Disabilities	54.5	53	50.8
	English Language Learners	60	67.3	89.3
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.3	53.6	56.7
	Economically Disadvantaged	48.1	44.8	47.6
	Students With Disabilities	29.3	33.3	36
	English Language Learners	30.2	26	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64.9	59.1	64.2
	Economically Disadvantaged	58	49.5	55.6
	Students With Disabilities	50.8	35.1	61.1
	English Language Learners	53.7	48.5	44.4

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.6	50.1	67.4
	Economically Disadvantaged	44.5	47.2	64.8
	Students With Disabilities	43.3	44	50
	English Language Learners	66.7	73.3	89.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.4	55.6	67
	Economically Disadvantaged	57.8	51.5	60.2
	Students With Disabilities	41.7	41.7	44.4
	English Language Learners	50	62.5	66.7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.8	68.1	57.6
	Economically Disadvantaged	56	64.1	56.8
	Students With Disabilities	49.1	56.1	60
	English Language Learners	72.2	100	90

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24			25							
ELL	18			36							
ASN	62			77							
BLK	36	45	10	23	30	10	27				
HSP	47			41							
MUL	48			48							
WHT	65	58		63	55		50				
FRL	34	50	50	31	35	29	33				
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							

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	70
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Progress monitoring data for the 2020-21 school year appears to be stagnant in second grade math, second grade ELA, third grade ELA, fourth grade math, fourth grade ELA, and fifth grade science. End of year scores in ELA in first grade improved however not enough to close the achievement gap. The scores reflect a downward trend in student performance.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and state assessment data, the area in greatest need of improvement is ELA. A focus for the 2021-22 school year will be early intervention in ELA. The students need the foundational skills to comprehend complex text across multiple subject areas math and science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID shutdowns in the spring of 2020, along with various methods for instruction limited student progress. The amount of support available to students in the digital environment also negatively impacted achievement with some scores being inflated due to extra assistance and others lower due to limited support or access. This made data inconsistent and sometimes unreliable. Diagnostic data will be key to determining actual student ability and needed strategies to accelerate learning.

The rotation of students in the classroom with many coming and going throughout the year due to changes in family situations, quarantine, and economic factors made it difficult to maintain a strong classroom community. At the start of the year, fostering a nurturing environment will be vital to student by motivation and engagement. Limited movement in classrooms will promote stability and safety.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 2019 data showed that the most improvement was made by our African American subgroup. Progress monitoring data for 2020-21 showed the most improvement in in primary math and fifth grade math. Fifth grade ELA also showed substantial improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students started the school year with deficits in math based on lack of instruction to a portion of the curriculum due to COVID shutdown. School level teams created lessons to incorporate missed skills

with new grade level standards accelerating their learning. Targeted intervention was provided to students in ELA and math.

What strategies will need to be implemented in order to accelerate learning?

A focus on foundational skills to support reading comprehension across multiple subject areas will be essential to accelerating learning. Targeted intervention will be provided based on ongoing progress monitoring data reviewed at monthly data chats. Teachers will pull flexible groups based on specific skill deficits.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers will have professional development on diagnostic and progress monitoring tools including DIBELS, AIMS, and Benchmark Unit Assessments to allow for planning of instruction. All ELA teachers will have ongoing professional development on Benchmark curriculum. Primary teachers will have professional development and ongoing coaching on UFLi. Additionally, all teachers will be trained in assessing fluency using a growth model.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The literacy leadership team will coach teachers in best practices and analyzing data from diagnostic and progress monitoring measures. Ongoing professional development in BEST standards will be provided as we transition away from LAFS and MAFS in all grade levels. These additional supports will be implemented to provide continuity and sustainability for the future.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: In an effort to reduce the number of out of school suspensions of African American Students the school will focus on classroom culture by implementing PBIS and incorporating the OLWEUS curriculum. 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.

Measurable Outcome: Reduce the number of suspensions annually by 15%.

Monitoring: The BRT will meet monthly with the PBIS committee to review school data and trends on referrals and suspension. Data will be shared with all teachers during grade level team meetings. Adjustments to PBIS strategies will be made based on data.

Person responsible for monitoring outcome: Elena Mayo (mayoea@gm.sbac.edu)

Evidence-based Strategy: The school will continue with the implementation of PBIS. The OLWEUS Bully Prevention will be incorporated into the PBIS plan.

Rationale for Evidence-based Strategy: When 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 Steps to Implement

1. PBIS committee met to revise the PBIS plan incorporating monthly focus skills and the OLWEUS Bullying Prevention curriculum.
2. PBIS inservice was 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 school-wide expectations. Students will be able to use their Norton Bucks in a variety of ways (school store, events, special days, etc.).
4. Teachers will hold daily class meetings with student to provide tier 1 instruction in behavior and bully prevention.
5. The school counselor will provide monthly guidance lessons to all students.
6. Data will be monitored by the leadership team to ensure student success.
7. Faculty and staff will receive training on tiered behavior interventions.
8. 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)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale: The school will focus on decreasing the achievement gap between students with disabilities and their non-disabled peers. The students with disabilities sub-group performed below 41% in 2018-19. There is a gap between their achievement when compared with peers.

Measurable Outcome: Increase gains of students with disabilities 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 demonstrate learning gains in ELA and thirty-four percent of student with disabilities will demonstrate learning gain in math. Additionally, the percentage of students with disabilities showing proficiency will increase by 3% in ELA and Math.

Monitoring: The IIC, Principal, and Assistant Principal will meet regularly in data chats to review progress of students with disabilities. Adjustments will be made to IEPs and intervention plans as needed based on current data.

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 Steps to Implement

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 support.
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. IEP 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 the IEP,

Person Responsible Elena Mayo (mayoea@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Reducing the achievement gap in all curricular areas in an area of focus for Norton Elementary. A 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 an achievement level for math. The gap narrowed in ELA from 2018-19 to 2019-2020, using AIMS data. Continued focus will help to narrow the achievement gap for all subgroups.
Measurable Outcome:	All subgroups will show a 3% increase in the number of students achieving grade level proficiency in ELA and math.
Monitoring:	The IIC, Principal, and Assistant Principal will meet regularly in data chats to review progress of students. Adjustments will be made to tiered supports as needed based on current data.
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 as well as reteaching based on current data.
Rationale for Evidence-based Strategy:	The school showed overall improvements in learning gains during the 2019-20 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 Steps to Implement

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

Person Responsible Elena Mayo (mayoea@gm.sbac.edu)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: School data shows a need to focus on increasing gains for students in the Lowest Quartile. While the percentage of students in the Lowest Quartile showing gains increased from 2018-19, the percent showing gains still remained below both state and district average. Increasing the gains of the Lowest Quartile will help close the achievement gap for students with disabilities who are often included in the Lowest Quartile.

Measurable Outcome: Increase the gains of the Lowest Quartile in ELA and Math by three percentage points annually of one percentage point over the highest of the last three years. Forty-four percent of students in the bottom quartile will achieve learning gains in ELA and Math on FSA.

Monitoring: The IIC, Principal, and Assistant Principal will meet regularly in data chats to review progress of students. Adjustments will be made to tiered supports as needed based on current data.

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 a small group.

Rationale for Evidence-based Strategy: Students who lack prerequisite skills in reading and/or math need additional support through academic intervention.

Action Steps to Implement

1. Teacher 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 well as being in the lowest quartile.
4. Targeted students receive interventions in small groups.
5. Title 1 teacher tutors provide additional support to students.
6. Adjustments to interventions will be made throughout the year based on data.

Person Responsible: Tristin Ballentine (ballentinetl@gm.sbac.edu)

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

COVID shutdowns in the spring of 2020, along with various methods for instruction limited student progress. The amount of support available to students in the digital environment also negatively impacted achievement with some scores being inflated due to extra assistance and others lower due to limited support or access. This made data inconsistent and sometimes unreliable. Diagnostic data will be key to determining actual student ability and needed strategies to accelerate learning.

A focus on foundational skills to support reading comprehension across multiple subject areas will be essential to accelerating learning. Targeted intervention will be provided based on ongoing progress monitoring data reviewed at monthly data chats. Teachers will pull flexible groups based on specific skill deficits.

Measurable Outcome:

Students in third, fourth, and fifth grade will show 3% increase in the number of students achieving grade level proficiency in ELA.

Monitoring:

The IIC, Principal, and Assistant Principal will meet regularly in data chats to review progress of students. Adjustments will be made to tiered supports as needed based on current data.

Person responsible for monitoring outcome:

Elena Mayo (mayoea@gm.sbac.edu)

Evidence-based Strategy:

Administration will provide feedback to teachers on implementation of core curriculum with fidelity. Coaching and support will be provided by the IIC. Students in need of extra support will be identified and scheduled for tiered intervention based on data.

Rationale for Evidence-based Strategy:

Students who lack prerequisite skills in reading need additional support through academic intervention.

Action Steps to Implement

1. Teacher receive training on aligning core instruction to State Standards/Benchmarks
2. Primary teachers will receive training and coaching in UFLi.
3. Teachers receive training on tiered academic interventions.
4. Students are identified by using multiple sources of data (e.g. DIBELS, ISIP, FSA, District Quarterly Assessments) as well as being in the lowest quartile.
5. Targeted students receive interventions in small groups.
6. Title 1 teacher tutors provide additional support to students.
7. Adjustments to interventions will be made throughout the year based on data.

Person Responsible

Tristin Ballentine (ballentinetl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Data for C.W. Elementary, shown on SafeSchoolsforAlex.org shows that the overall the school has a low school incident ranking. The category of concern is violent incidences including threat or intimidation and physical attack. The suspension rate at the school is decreasing.

The BRT will work as part of the student services team to identify students in need of behavioral support. Working with classroom teachers, individual student plans will be written as needed to eliminate target behaviors.

The student services team will work with the assistant principal to continue improving student attendance. Educational Planning Team Meetings will be held to address specific student concerns. Additionally, the school counselor will work with faculty and staff to improve school culture through the use of OLWEUS Bully Prevention Curriculum, the Start with Hello program, and the Safer Smarted Kids program.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school strives to build a positive school community by implementing both PBIS and the OLWEUS Bully Prevention curriculum.

Each morning, homeroom teachers lead students through morning meetings where social skills and bully prevention are taught. The PBIS committee developed a scope in sequence to promote continuity of instruction in all classrooms. This program helps to promote classroom community and comradery. Each week, teachers identify their Norton Knight of the Week. This is a student who is modeling the skill of the month and being a leader. Names for Knight of the week are read each Friday on the morning announcements.

As part of the PBIS program, students earn Norton Bucks or Dojo points for following school wide expectations. Students use these Norton bucks to purchase experiences such as lunch with the teacher, photo booth, craft time, and school dances. Students will also be able to use them in the school store weekly.

Our specials teachers, recognize a class each as well. Accolades are read over the morning

announcements each Monday morning. Classes who are recognized hold a theme trophy for the week.

Additionally, students who exhibit exemplar behavior are given a caught slip. These are shared over the announcements. At the end of the month one name is drawn from the caught slips. That student gets a prize from the BRT.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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. Due to Covid-19 Open House will be held virtually.

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 movies night, STEM night, a carnival. and diversity night.

Regular communication with families is maintained through the use of the weekly folder. In third through fifth grade 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 calendar of important events is sent home at the beginning of each month and can be found on the school website. Grade levels and/or individual teachers send home news letters 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 helps bring families to the school as well.

Lastly the school host three awards assemblies during the year to recognize students. Awards are presented for attendance, leadership, and academics. Those assemblies are open to families. These assemblies may occur virtually due to Covid-19

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$131.28
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$131.28
			<i>Notes: Connecting Math Concepts workbooks: 5th Grade</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$16,360.28

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0541 - C. W. Norton Elementary School	Title, I Part A		\$2,600.00
<i>Notes: Flocabulary license - Nearpod</i>						
	5100	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$5,942.63
<i>Notes: Everglades math workbooks (Grades 3-5)</i>						
	5100	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$778.80
<i>Notes: ACT workbooks (Benchmark)</i>						
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,777.00
<i>Notes: Ipad Cart (EarthWalk)</i>						
	5900	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A		\$4,256.00
<i>Notes: Extended Day Intervention: Teacher Stipends</i>						
	5900	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A		\$510.72
<i>Notes: Extended Day Intervention: Retirement Benefits</i>						
	5900	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A		\$325.58
<i>Notes: Extended Day Intervention: Social Security</i>						
	5900	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A		\$21.71
<i>Notes: Extended Day Intervention: Early Retirement Benefits</i>						
	5900	510-Supplies	0541 - C. W. Norton Elementary School	Title, I Part A		\$147.84
<i>Notes: Extended Day Intervention Materials</i>						
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$273,376.03
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A	2.6	\$144,046.02
<i>Notes: Intervention teacher base salary</i>						
	5100	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A	2.6	\$15,585.78
<i>Notes: Fringe- Retirement at 10.82%</i>						
	5100	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A	2.6	\$11,019.52
<i>Notes: Fringe - Social Security</i>						
	5100	230-Group Insurance	0541 - C. W. Norton Elementary School	Title, I Part A	2.6	\$23,205.00

			<i>Notes: Fringe - Group Insurance</i>			
	5100	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A	2.6	\$734.63
			<i>Notes: Fringe - Early Retirement</i>			
	5100	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$268.46
			<i>Notes: Phonics for Reading - Level 1 workbooks</i>			
	5100	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,274.56
			<i>Notes: Orton Gillingham workbooks: Grades K-3. (IMSE Institute)</i>			
	5100	520-Textbooks	0541 - C. W. Norton Elementary School	Title, I Part A		\$322.80
			<i>Notes: Support Coach workbooks: Grades 4&5</i>			
	6400	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,240.00
			<i>Notes: Thinking Maps Training: Stipends for 12 participants</i>			
	6400	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A		\$148.80
			<i>Notes: Thinking Maps Training: Fringe Retirement</i>			
	6400	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A		\$94.86
			<i>Notes: Thinking Maps Training: Fringe Social Security</i>			
	6400	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A		\$6.32
			<i>Notes: Thinking Maps Training: Fringe Early Retirement</i>			
	6300	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A		\$13,500.00
			<i>Notes: Best Standards Training: Teacher Stipends for 50 teachers at 13.5 hours</i>			
	6300	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,460.70
			<i>Notes: Best Standards Training: Retirement Benefits</i>			
	6300	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A		\$1,032.75
			<i>Notes: Best Standards Training: Social Security</i>			
	6300	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A		\$68.85
			<i>Notes: Best Standards Training: Early Retirement</i>			
	6300	510-Supplies	0541 - C. W. Norton Elementary School	Title, I Part A		\$46.48
			<i>Notes: Best Standards Training: Supplies and Materials</i>			
	5100	120-Classroom Teachers	0541 - C. W. Norton Elementary School	Title, I Part A	1.0	\$43,878.09

			Notes: Instructional Intervention Coach Base Salary			
	5100	210-Retirement	0541 - C. W. Norton Elementary School	Title, I Part A	1.0	\$4,075.15
			Notes: Instructional Intervention Coach Fringe - Retirement			
	5100	220-Social Security	0541 - C. W. Norton Elementary School	Title, I Part A	1.0	\$3,408.51
			Notes: Instructional Intervention Coach Fringe - Social Security			
	5100	230-Group Insurance	0541 - C. W. Norton Elementary School	Title, I Part A	1.0	\$7,735.00
			Notes: Instructional Intervention Coach - Group Insurance			
	5100	290-Other Employee Benefits	0541 - C. W. Norton Elementary School	Title, I Part A	1.0	\$223.75
			Notes: Instructional Intervention Coach - Early Retirement			
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$289,867.59