C. W. Norton Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 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	2021-22: C (52%) 2018-19: B (54%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	85%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

SIP Authority

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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Mayo, Elena	Principal	Principal: Provides a common vision for the use of databased decision making; setting school-wide goals; ensures the school based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI 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.
Ballentine, Tristin	Instructional Coach	Title 1 Instructional Coach(IIC): Oversees the MTSS/RTI process by providing a common vision for the use of data-based decision making, ensuring that MRSS/RTI is implemented according to district guidelines; oversees implementation and documentation of interventions; oversees grade-level data chats; assists teachers with classroom instruction and plans; meets weekly with leadership team on matters of concern/decision making.
Garlock, Aaron	Behavior Specialist	Behavior Resource Teacher (BRT): Oversees school-wide behavior plan; Positive Behavior Support Chair; implements individual behavior plans; monitors/inputs behavior data (district data base); assists teachers with implementation of classroom behavior plans; oversees bus transportation; meets weekly with leadership team on matters of concern/decision making.
Boren, Krista	School Counselor	School Counselor: Provides training and support in the MTSS/RtI process annually and as needed; works with teachers through the problem solving cycle; facilitates leadership meetings related to MTSS/RtI; 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 2022 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.*

1

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

574

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	115	105	84	114	70	86	0	0	0	0	0	0	0	574
Attendance below 90 percent	8	21	14	21	7	12	0	0	0	0	0	0	0	83
One or more suspensions	0	3	2	0	1	2	0	0	0	0	0	0	0	8
Course failure in ELA	2	15	24	38	12	14	0	0	0	0	0	0	0	105
Course failure in Math	2	7	22	23	6	15	0	0	0	0	0	0	0	75
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	9	21	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	8	26	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	13	23	39	12	15	0	0	0	0	0	0	0	102

Using the table above, complete the table below with the number of students by current grade level who have 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	12	25	38	12	26	0	0	0	0	0	0	0	115

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	5	2	10	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/8/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	53%	56%				61%	59%	57%
ELA Learning Gains	58%	56%	61%				55%	57%	58%
ELA Lowest 25th Percentile	40%	43%	52%				42%	49%	53%
Math Achievement	57%	55%	60%				60%	60%	63%
Math Learning Gains	66%	58%	64%				60%	61%	62%
Math Lowest 25th Percentile	38%	46%	55%				42%	49%	51%
Science Achievement	49%	48%	51%				61%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	57%	5%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	53%	55%	-2%	58%	-5%
Cohort Comparison		-62%				
05	2022					
	2019	65%	55%	10%	56%	9%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	58%	2%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	63%	60%	3%	64%	-1%
Cohort Comparison		-60%				
05	2022					
	2019	55%	57%	-2%	60%	-5%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	55%	6%	53%	8%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	39	39	22	56	45	7				
ELL	13	50		33	75						
ASN	69	73		77	91						
BLK	30	44	38	35	47	27	28				
HSP	50	61	40	50	67		40				
MUL	62	73		69	80						
WHT	69	63		69	76		67				
FRL	38	48	35	41	57	35	32				

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							
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	408

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our students showed growth in all subgroups in all areas. While it was not enough, it was encouraging to see the trend is upward. The implementation of UFLI and the new Benchmark Advance curriculum were a big shift in instruction and mindset. While the success was incremental, those programs are no longer new to teachers and can now be used with more authority and automaticity.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When looking at the year end outcome data for oral reading fluency and DIBELS composite scores in the intermediate grades a strong correlation is noted with the FSA ELA achievement scores. School DIBELS data shows a downward trend in grades 3 through 5 and no growth in second grade which is of great concern given the correlation with achievement scores.

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

Traditionally, the intermediate grades focused more heavily on reading comprehension. Given the correlation between decoding, fluency, and comprehension, the school will add a more comprehensive decoding component to the ELA block for all students in grades three through five. A comprehensive progress monitoring calendar will be created by our Title 1 IIC to track improvement and make

adjustments throughout the year. Second grade will continue with the implementation of ULFI. Students did not make the predicted gains however, they did not regress as in previous years. Teachers will receive more coaching and support with implementation and program fidelity from our Title 1 IIC and district UFLI coach.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When looking at our data, we saw the greatest improvement in reading foundational skills in kindergarten and first grade.

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

UFLI foundations, a research based phonics instruction program was implemented in grades k-2. Extensive professional development including continuous modeling and support was provided by our Title 1 Instructional coach. Implementation was more difficult in second grade because students lacked the previous years of instruction. The UFLI curriculum is designed to build upon previous learning.

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

Kindergarten and first grade showed significant growth in foundational reading skills using UFLI, showing the program to be successful when implemented with fidelity. Second grade students showed little growth, due to the fact that they had no background in the program, which is designed to build upon previous skills. Third grader students will continue instruction due to the lack of growth in second grade last year. They will follow the second-grade model to build their decoding skills in the systematic program. The third grade students now have the frame of reference and background in the program that they lacked last year. In addition, a decoding component using SIPPS has been added to the fourth and fifth grade instruction to build fluency and automaticity in reading skills. This provides a stronger base for comprehension. Lastly, Thinking Maps funded by Title 1 will be reviewed to provide students in all grades a base for deeper understanding and ability to make meaning of text connections.

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.

The Literacy Leadership team was created to be a driving force for reading instruction and growth for the entire school. This team is promoting literacy in school-wide initiative to build interest and connection to reading across grade levels. Teachers and high dose tutors were given training through our Title 1 IIC in UFLI and SIPPs both to those who had not yet used the programs and as follow-up and refreshers for those who have used it. Professional Development funded by Title 1 in the new BEST standards will be provided for all teachers to provide a deeper understanding and relationship with the new standards and how they were connected across grade levels . Ongoing training by Title 1 IIC in Thinking Maps will be provided through out to the year to promote use in the classroom and to develop a deeper understanding for teachers.

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

To ensure sustainability, we have implemented the use of multiple coaches to continue and bolster success in our plan for continued growth in literacy. We have three coaches working with out teachers and staff. Title 1 funded IIC, Tristin Ballentine works daily with teachers and data to ensure students needing intervention are receiving the appropriate programs, dose and instruction to help them achieve where they need to. UFLI Coach; Angela Wells is working with Ms. Ballentine and teachers to hone the implementation and instruction of UFLI. The more we can strengthen the use of this program, the more

students will gain. Literacy Implementation Specialist; Ronnica Nix is working with the school to develop a school literacy plan. Mrs. Mayo and Ms. Harris will be increasing the number of walk throughs in classrooms to help teachers improve practice and build upon successes.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While we showed growth in all subgroups, we had the least amount of growth in our African American students and our Students with Disabilities. Our ESOL students were close to making the growth they needed. These are the subgroups we are focusing on to make the appropriate growth in the coming year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All subgroups will achieve an ESSA federal index of 41% All subgroups will show a 3% increase in the number of students achieving grade level proficiency in ELA and math to achieve this goal.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Title 1 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: Describe the evidence-based strategy being	Provide standards based instruction to all students in whole and small groups as well as reteaching based on current data which includes Unit Assessments in ELA and science, Chapter tests in math, ULFI quizzes, SIPPS quizzes, DIBELS, and FAST. Data will be monitored using Google Docs. All classrooms will use Benchmark for English Langauge Arts as well as UFLI in grades K-3 and SIPPS which was purchased with Title 1 funds in grades 4-5. UFLI will be used for intervention in grades K-3 along with Orton Gillingham which was funded by Title1. Students needing comprehension intervention will be instructed using Achieve 3000 in small by Title 1 intervention teachers. All classrooms will

implemented for this Area of Focus.	use GoMath for core math instruction. Students will receive math intervention using IXL. Fourth and fifth grade students in the bottom quartile for math will receive small group instruction from Title 1 intervention teachers using IXL.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The school showed overall improvements in learning gains during the 2021-2022 school year in all subgroups as compared to the 2020-2021 data. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will receive ongoing training funded by Title1 on aligning core instruction to B.E.S.T. Standards and student needs using data.
2. Teachers will receive training on tiered academic interventions.
3. Students will be identified by using multiple sources of data (e.g. DIBELS, FSA, F.A.S.T.) as being in the lowest quartile.
4. Targeted students will receive interventions in small groups by Title 1 intervention teachers and ESE teachers.
5. Teams will meet weekly to discuss upcoming standards and align instruction. Minutes will be submitted to leadership.
6. The Title 1 IIC, Assistant Principal, and Title 1 IIC will meet monthly with grade-level teams in data chats.
7. The leadership team will monitored data for students in tiered interventions in Skyward. MTSS meetings will be scheduled for students not making satisfactory progress. Interventions will be adjusted accordingly.
8. Administrators will conduct Walk-throughs and observations tied to instructional framework providing feedback.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

The school strives to build a positive school culture and school environment by implementing a Positive Behavior Interventions and Supports (PBIS) system and the OLVEUS Bully Prevention curriculum. The school also participates in and promotes theme weeks related to building a positive school environment.

The PBIS program at Norton Elementary School

At Norton, we have implemented many different strategies and incentives to reward students for positive behavior and model our school-wide four expectations: Be Respectful, Be Safe, Be Responsible, and Be Cooperative.

As part of the PBIS program, students earn Norton Bucks daily for following school-wide expectations. Students use these Norton bucks to purchase experiences such as school carnivals, dance parties, or bounce house parties. Students are also able to use them in the school store.

Another way that we recognize students daily is the use of our "WOW Boards". The WOW Boards are a 100-square grid which are located in each classroom, the cafeteria, and on class clipboards. Following the school's expectations, students are asked to write their names on one of the squares. Once all the squares are filled, we randomly draw a couple of names for prizes. The WOW Board allows adults to see who is constantly being recognized and who we need to address.

Students are recognized weekly for their positive behavior through our "Norton Night of the Week" initiative. Each teacher identifies one student from their class to be recognized as their class "Norton Knight of the Week". These students are recognized by the administration team each week in front of their classmates and are given a certificate, while also cheering for their accomplishments using American Sign Language (ASL) to include our deaf hard-of-hearing (DHH) population.

For random acts of kindness and for when a student goes above and beyond the school's expectations, we've created a "Got Caught Slip." When a student earns a "Got Caught Slip" they are recognized over the morning announcements so that the whole school hears their act/achievement. At the end of each month, their "Got Caught Slips" are entered into a drawing for a prize from the behavioral resource teacher.

Our specials teachers (music, art, P.E, etc.) recognize a class each week as well. Accolades are read over the morning announcements each Monday morning. Classes that are recognized hold a theme trophy for the week.

The OLVEUS Bully Prevention curriculum at Norton Elementary

Each day every homeroom teacher has a 15-minute time frame to utilize the OLVEUS curriculum in the classroom. The OLVEUS curriculum specializes in creating social skills and bullying prevention. The PBIS committee developed a scope in sequence to promote continuity of instruction in all classrooms. This program helps to promote classroom community and camaraderie.

Theme days and weeks

Norton Elementary participated in "Start with Hello" Week in September. This is a national call-to-action week dedicated to helping students make connections and build community at school. Activities were held throughout the week in the school and within each classroom.

Norton Elementary will participate in Unity Day by wearing orange to show that we are together against bullying and that we promote kindness, acceptance, and inclusion.

One Book One School

To promote literacy the whole school is reading Charlie and the Chocolate Factory. Different faculty and staff are invited to be guest readers in homerooms to show a love for reading by all. The school will have a reading celebration in February and hold a showing of the original Charlie and the Chocolate Factory. Each student will get to keep a copy of the book as well.

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

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

The School Advisory Council (Sac) meets throughout the year to discuss school improvement. This council is composed of three teachers, three career service employees, three parents, and three community members along with the school principal. The SAC is responsible for overseeing ADV and lottery funds. They also provide input and suggestions on school initiatives and actively participate in setting school goals.

Regular communication with families is maintained through the use of the weekly folder funded by Title 1. In third through fifth grade planners provided by Title 1 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, B.E.S.T. standards, and transitioning to middle school. 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 the math club. 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 will host three awards assemblies during the year to recognize students. Awards are presented for attendance, leadership, and academics. Those assemblies are open to families.