C. W. Norton Elementary School

2014-15 School Improvement Plan

C. W. Norton Elementary School

2200 NW 45TH AVE, Gainesville, FL 32605

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	57%

Alternative/ESE Center	Charter School	Minority
No	No	52%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In the secure environment of Norton Elementary, we are dedicated to positive interaction while accepting and nurturing individual differences to inspire lifelong learners. We respect each others' differences, are child centered, and believe that social development and academic gains go hand in hand.
We are committed to the success of every student!

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Prior to the beginning of school, parents and students are invited to "Meet the Teacher" where teachers and students can initially meet and teachers can gather information about the student and their background. During the first weeks of school, teachers spend time in their classrooms getting to know their students through class building and team building activities to build a positive classroom community. During the third week of school, we host an Open House for parents to come in to visit the school and learn about what their children have been doing to start the year. The teachers are able to spend a few minutes with each family that attends to talk about what they have learned about their students up to that point. Additionally, throughout the school, there are areas that showcase student work and student achievements.
At least one time per month, the school community comes together outside of the school at a local restaurant. This allows teachers to see their students and families outside of the school and spend time together in a neutral location. Teachers and families spend time talking and getting to know more about each other at these events.
Annually, we host a Kindergarten Success Workshop at the beginning of the school year to get to know incoming families. At this workshop, there are multiple sessions about a variety of topics (reading, writing, math, social/emotional growth) that teachers present and then answer questions from parents. This helps us to get to know the families more and respond to any of the questions they may have. Follow-up conferences are scheduled for families who have more questions or with any students the teachers are concerned about academics, social growth or behavior.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have multiple procedures in place to ensure student safety. Students always have at least one partner with them as they move through the school during the school day. We have a school-wide crisis plan that teachers and staff are familiar with, that is reviewed regularly, and has procedures that we practice with students at least one time per month. These procedures include what to do in case of a fire, intruder, bomb threat, etc. Through our regular practice, students feel safe if and when we have to do these procedures under a true threat.
All visitors and volunteers who come to the school must present a driver's license or other form of

identification that is run through a system that checks for areas of concern. Anyone who will be volunteering in the school must have an approved volunteer application on file prior to volunteering. These volunteer applications are approved after background checks are performed. If there are any previous criminal acts, a more thorough background check is performed by the district volunteer office. If volunteer applications are not approved for any reason, the district volunteer office and/or the school notifies the individual that they are not allowed to volunteer.

Our school has a Gainesville Police Officer assigned to work with the school. The School Resource Officer (SRO) is shared with one other school. She spends time getting to know students, working with our Behavior Resource Teacher (BRT), teaching in classrooms, meeting with students individually, and participates in parent conferences, as appropriate. Our SRO acts as law enforcement notification for any behavior incident where notification is required per SESIR guidelines. Norton implements Positive Behavior Support and has school-wide expectations that cover all areas and times that the school is open. To support this before and after school, we have staff who are on duty in all areas of the school to ensure students have access to adults and adult supervision while they are transitioning before and after school. We also encourage our students to use the media center during these times to have a welcoming place to be that is in addition to their grade level area. Before school, we encourage students to go to the cafeteria for breakfast and have multiple staff members on duty there to monitor and support students. Our procedures after school include each teacher being responsible to make sure their students are going to their dismissal location or after-school location in a safe manner and to ensure that all students are accounted for. Additionally, a teacher is assigned to each school bus daily and checks off students as they get on the bus to verify who is on the bus. Students know that we are accountable for them and take their safety seriously. During the school day, our teachers use a variety of cooperative learning structures and class building activities to build and support a safe and respectful environment. We also have school-wide expectations that are taught at the beginning of the year and reviewed throughout the school year. Our expectations for the school environment are also addressed regularly on the morning announcements by the Principal. We encourage positive behavior and following these expectations in multiple ways, including but not limited to Norton Knight of the Week (recognition of one student per classroom per week), lunchroom stars and trophies for lunchroom behavior, character traits of the month, positive behavior referrals, and our school-wide tokens.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Norton uses Positive Behavior Supports (PBS) as a part of our discipline plan. During Pre-Planning, the PBS team met to review and revise our school-wide expectations. Students are encouraged and rewarded for doing the right thing. We have specific expectations for all areas in the school that have been taught and are posted throughout the school. During pre-planning, teachers were trained on the expectations and how to respond when students do not meet those expectations. Each teacher has a classroom behavior chart that they use that follows the school-wide plan that has prescribed protocols for students as they reach different parts of the chart (warning, time-out, parent contact, discipline referral). As a part of our school-wide plan, teachers have a clip board they use to document behaviors of students that goes with the class to specials area classes, lunch and anywhere they go so students know they are held accountable for their behavior in all areas of the school. When discipline issues do arise, we refer to the Alachua County Public School's Student Code of Conduct as the established protocols for disciplinary incidents. In addition to dealing with behavior incidents, we also encourage positive behavior through positive behavior referrals, school-wide tokens, positive praise and more.

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 will meet with administrators every nine weeks during data chats to target students who are struggling with academic, social and emotional issues. Educational Planning Teams (EPTs) will be held for these students. These EPTs will include the 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We monitor attendance on a monthly basis. Teachers contact parents anytime they notice a pattern of attendance concerns or if a child has 3-5 unexcused absences. Continued concerns result in an Educational Planning Team (EPT) meeting to be scheduled with school staff and parent to discuss attendance concerns. If attendance concerns persist, we notify the district truancy officer and begin the process toward a truancy petition, if necessary.

Students who have suspensions are monitored closely and EPT meetings are held with those students' families and teachers. The EPT meetings include the Behavior Resource Teacher (BRT), School Counselor, and/or Principal to discuss the behavior concerns and develop an individual behavior plan for that student. Additional progress monitoring may also be implemented at that time. If warranted, the school counselor may begin individual and/or small group counseling.

Course failure is monitored each nine weeks. Students are monitored through progress monitoring of their academic progress and EPT meetings may be called to discuss concerns. If needed, the Response to Intervention process may begin at this EPT. Additionally, tutoring (either Title I in-school or after-school tutoring) may be offered. The Curriculum Resource Teacher (CRT) monitors student achievement data following required assessments and the CIMS Facilitator meets with teachers monthly to help interpret student data and discuss plans for differentiation and remediation.

Students who have previously scored a Level 1 on state assessments are monitored through tutoring, small group instruction, differentiation within the classroom. Their progress is monitored similarly to those students who experience course failure.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	14	5	4	7	4	53
One or more suspensions	6	5	4	1	3	5	24
Course failure in ELA or Math	9	4	6	4	2	2	27
Level 1 on statewide assessment	0	0	0	24	27	13	64

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	4	1	1	1	3	2	12

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Each teacher uses small group instruction and differentiation in their classes, especially in ELA and math. Intensive instruction is offered through Title I and ESE classes.
PBS recognition and incentives are used as motivation.
Classroom guidance in each grade level helps to focus on the importance of school and student success skills.
Technology is used regularly - Reflex Math, Achieve 3000, Waterford
Manipulatives are used regularly.
Workstations with rigor in ELA and Math.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase the percent of parents who participate in a school function (evening workshop, student/parent activity, volunteering, etc.) by 10% utilizing the 2014-2015 school and district parent involvement plan. Parent involvement activities include;
*Meet the Teacher - August 2014 - parents come to school to meet their child's teacher(s). This encourages parent-student-teacher relationships which are key to student success.
*Open House - September 2014 - parents come to school to meet with their child's teacher(s) in an open session (not individual parent conferences). This encourages parent-student-teacher relationships which are key to student success.
*Annual Parent Meeting - September 2014 - share information regarding Title I.
*Kindergarten Success Night - September 2014 - Provide parents with information about the kindergarten curriculum, report cards and other progress monitoring, homework, online curriculum resources, behavior and nutrition.
*Dad's Bring Your Child to School Day - September 2014 - Dads (or other significant men in our students' lives) are invited to bring their child to school. They will start in the media center with booths/tables with information about volunteer opportunities and volunteer applications, PTA memberships, Parent Portal sign-up, handouts of ways dads can work with their child, "We Both Read" books for check-out. Additionally, the school leadership team will be present and available to answer any questions the dads (or other significant men) have about working with their child or school information. Following the event in the media center, the dads (men) will walk their child to their classroom and have an opportunity to meet the teacher.

*Teacher Work-night - October 2014 - This night is set aside for parents to have individual conferences with their child's teacher(s) to assess academic and/or behavioral progress; Progress Monitoring Plans are reviewed and signed, as appropriate.
*Parent Workshop on Edutone - October/November 2014 - Parents will be taught about Edutone, the single sign-on system for students to access curriculum resources. Examples of how they can use this resource, including how to help their child with homework and additional practice at home, will be shared.
*Parent Workshops for 3rd, 4th and 5th grade students - January/February 2015 - Inform parents about FSA and FCAT science expectations and how to better prepare their child for the assessments. Strategies shared include academic strategies, as well as stress reduction. The new question formats will also be shared.
*Math Night at Publix - Spring 2015 - Provide parents with information and strategies on how to apply math to real life situations for their children.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Norton has multiple business partners and community connections that are utilized throughout the school year. Some of these include reward certificates to be given to students for specific accomplishments. We also have a local business who hosts a "Norton Spirit Night" monthly to bring the school together outside of the school. Many families attend this event each month along with teachers and staff members to build relationships. This allows staff members to see parents who might not always come to school, but do attend this event. Throughout the year, business partners and other community agencies who support the school are recognized in the school-wide newsletter. Student achievements are also recognized regularly.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Wycoff, Davette	Instructional Coach
Cooke, Mary	Dean
Basting, Kirby	Guidance Counselor
Deck, Sandy	Other
Neal, Kim	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets weekly to discuss curriculum, behavior and guidance programs and needs. The leadership team helps to monitor and support curriculum implementation. Members of the leadership team meet with grade level teams, as appropriate.
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; 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 BRT on issues of behavior; acts as a parent contact for parents who have academic and/or social concerns related to their child.

Curriculum Resource Teacher: Provides curriculum support and training for teachers; helps develop and implement interventions; provides assessment and data support; participates in Educational Planning Team meetings, as needed; maintains the school's data dashboard of student data; serves as assessment coordinator; serves as the Title I lead teacher; places students in Title I tutoring during the school day and in after-school tutoring.

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

Principal: Provides a common vision for the use of data based decision making; 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 done annually and as needed for individual students; participates in Educational Planning Team meetings; provides professional development; does classroom walk-throughs and teacher evaluation; participates in grade level CIMS and other grade level meetings; facilitates leadership team meetings.

FCIM Facilitator: Provides curriculum support; oversees the Title I Intervention teachers and intervention paperwork along with the CRT; maintains accurate data records for student in the MTSS/RtI process; meets with the leadership team monthly to review MTSS/RtI progress; oversees after-school tutoring programs; meets with grade level teams and/or individual teachers regularly to discuss student progress; provides data analysis support..

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

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

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

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

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/RtI data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the Reading Street reading assessments, My Math and/or Go Math assessments (which include district made assessments), National Geographic Science assessments, the district formative assessments for math and science (OnTrack), and regular writing prompts. Teachers also use additional assessments, including sight word recognition, fluency, weekly reading assessments and more. Data at the beginning of the year is captured and presented through the district's student information system and/or through a school-based data dashboard. The district system and the school-based dashboard are updated regularly as assessments occur. Additional assessments, based on individual student needs, may also be administered to help monitor individual progress related to the goals/areas of need addressed in the MTSS/RtI needs of each student.

Teacher support for assessments and monitoring is done by the leadership team (Principal, CRT, BRT, School Counselor) and the FCIM Facilitator. The leadership team and FCIM Facilitator meet at least once a month to review progress of the students through the MTSS/RtI process. Additionally, the FCIM Facilitator meets with teachers at least once a month to review the progress of each individual student in the process. Through the use of Google Documents, team members are able to track student progress and make curriculum and behavioral decisions based on that data.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through double-dose instruction provided by certified, highly qualified teacher tutors in reading and/or math during the regular school day and/or before or after school tutoring sessions. FCIM Facilitator is available to assist teachers in disaggregation of data and implement differentiated instruction for students. The FCIM Facilitator works closely with teachers in developing appropriate interventions for students. Modeling of effective teaching strategies is also available for instructional and non-instructional staff. Inservice training to increase student achievement are offered throughout the year. Parent involvement activities and workshops are planned and presented to assist parents with strategies to use at home with their children. Additional inservice/professional learning communities/ book studies are offered in specific subject areas and/or instructional strategies as well as methods to increase parent involvement/engagement.

Title I, Part C Migrant: Migrant Support Resource Advocates provide services and support to students and parents. The district liaison coordinates with Title I and other programs to ensure students' needs are addressed and met. Educational Planning Team meetings are done in coordination with the migrant education program, as needed. Interpreters are available for parent conferences and IEPs for Spanish speaking families.

Title I, Part D: The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district drop-out prevention programs.

Title II: The district provides digital educators to offer training in the implementation and infusion of technology in the classroom for teachers. The district also provides mentor coaches for beginning teachers.

Title III: The school works with the district to coordinate supplementary materials and instructional services to improve the education of immigrant and English Language Learners as needed.

Title VI, Part B: N/A

Title X Homeless: The school works with the district's Homeless Education Coordinator to provide resources (clothing, school supplies, social service referrals, etc.) for students identified as homeless under the McKinney-Vinto Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): Training is provided through the district for teachers of third graders.

Violence prevention programs: The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussions. Red Ribbon Week is celebrated in October with school-wide activities and instruction. The school also has a School Resource Officer (SRO) in partnership with the Gainesville Police Department. The SRO works with students, teachers, parents and the Behavior Resource Teacher. Implementation of PBIS (Positive Behavior Interventions and Supports) will continue with monthly meetings to address concerns, share resources, plan celebrations, and review behavior data to focus behavioral supports. Behavior data is shared with the PBS team and faculty. A school and district focus will continue for anti-bullying and each classroom will have lessons/discussions related to bullying and the prevention of bullying.

Nutrition programs: The school participates in the district's nutrition program for summer meals, of which, Norton Elementary, is a site. A large percentage of our students qualify for free and reduced meals. The school also participates in the Food4Kids programs sending backpacks of food home for all school-aged children in the home of qualifying families.

Housing Programs: N/A

Head Start: Norton Elementary does not house a Head Start on campus. Norton does have a Pre-K Handicapped unit for children ages three through five with a variety of disabilities.

Adult Education: N/A

CTE: Norton Elementary conducts an annual school-wide career week with guest speakers and

special vehicle displays. Students share about what their future careers may be and dress in job related attire.
Job Training: N/A

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kim Neal	Principal
Tiffany Adams	Teacher
Shannon Ericson	Teacher
Kristina Ford	Teacher
Thu Vu Brown	Parent
Metlu Citim-Kepic	Parent
Erica Reed	Parent
Dawn Boyer	Education Support Employee
Carmen Cowart	Business/Community
Staci Graff	Business/Community
Jeff Tice	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

School data has been reviewed as related to the school improvement plan. At each meeting, the school improvement plan and specific areas of focus are discussed.

Development of this school improvement plan

A public input meeting was held in May 2014 to gather input from the SAC, as well as staff, parents and community members. Goals for the coming school year have been discussed and a draft of the school improvement plan will be shared at the October 2014 SAC meeting.

Preparation of the school's annual budget and plan

The school's annual budget has been shared with the SAC committee and approval was shown through the SAC Chairperson signing off on the annual budget.

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

Homework Help - $1,500
Technology/Office Support - $700.00
Security - $2,000
Leadership Team Support/Planning - $3,000
Student Planners/Homework Folders - $2,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Neal, Kim	Principal
Wycoff, Davette	Teacher, K-12
Cooke, Mary	Dean
Basting, Kirby	Guidance Counselor
Deck, Sandy	Teacher, K-12
Eaton, Susan	Teacher, K-12
Adams, Tiffany	Teacher, K-12
Glagola, Jennie	Teacher, K-12
Hartley, Summer	Teacher, K-12
Worley, Nicole	Teacher, K-12
Calton, Laura	Teacher, K-12
Duncan, Kim	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Meetings held regularly (2 times per month) to review, discuss, and monitor progress of students receiving additional support through RtI/MTSS. Assist teachers school-wide with the implementation of core and intervention curriculum in both english language arts and math, as well as support grade level planning for all subject areas. Additional initiatives include continued implementation of literacy work stations, professional development in Florida State Standards including increased use of informational text and writing across the curriculum. Assist in making school-based decisions regarding matters of curriculum, assessment, and safety.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school begins the year in pre-planning with faculty wide team building activities. Teachers are all placed on a grade level team to have a team to work with. Team Leaders are selected by the teachers on their team and attend team leader meetings with the leadership team twice per month. Following those meetings, grade level teams meet to review those meetings. This team meeting time is a protected time on the school calendar to ensure teams have this time set aside. In addition to this, teams work collaboratively on instructional planning and grade level wide events.

The lesson study process is implemented by all of the teachers at the school (unless they opt out, which

is very rare). This process allows teachers to plan and observe together to make instructional decisions. This school year, the school has implemented FISH for Schools to encourage positive interactions with each other. The focus of FISH for Schools is for all of us to Be There (for each other); Make Your Day, Play and Choose Your Attitude. The theme will be shared throughout the year in faculty meetings and celebrated when we do this for each other.

Each grade level team has common planning time and will be given one full day during the semester to collaboratively plan for multiple subject areas and working on writing questions to meet the increased expectation of rigor. Curriculum maps/pacing guides will be used to ensure a common focus for collaborative planning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Principal reviews all resumes for applicants for each posted position. Areas of certification and prior experience are reviewed. Interviews are scheduled with qualified candidates.

On-going support is offered to newly hired teachers. This support is offered by the principal and other members of the leadership team, team leaders, grade level teams and/or the district assigned mentor coach. Additional resources for support include a district technology coach and district curriculum specialist.

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

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

Teachers new to the school are assigned a school-based mentor on the first day of pre-planning.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

The district assigned mentor coach works closely with beginning teachers on a variety of subjects including classroom management, curriculum knowledge, instructional strategies, working with parents, and any other topic the teachers need support with. The mentor coach visits teachers weekly to model lessons, plan lessons, observe and give feedback, have open discussions, cover classrooms for teachers to go into other classes to observe, and whatever else the teacher may need. The mentor works closely with administration if there are needs identified.

The mentor coach organizes and runs a cohort group of beginning teachers from various schools. This cohort group allows for teachers to get together and discuss issues that are district requirements, common concerns among beginning teachers, allows for sharing of ideas, and offers opportunity for professional learning communities and training.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses district adopted curriculum and instructional pacing calendars with additional resources aligned to the Florida Standards. This is monitored through lesson plan review and classroom walk throughs.

Additional training is being offered regularly throughout the school year. The CRT supports curriculum implementation. Teachers follow district designed curriculum maps/pacing calendars with quarterly (or more frequent) checks to ensure teachers on "on pace." Trainings have been/will be offered on the Florida Standards, the FSA assessment, and test specifications. Additional trainings include math workstations, Webb's Depth of Knowledge, Text Dependent Questions, Quality Questioning, and instructional strategies.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis is a regular part of teachers' planning. Teachers will each have a data notebook in which they keep their data. This data is reviewed by classroom and by grade level. The FCIM Facilitator will meet with teachers, either in grade level groups or individually, at least one time per month to review student data and plan for next steps in instruction. The school based leadership team will also be reviewing data to monitor students and determine priorities in the MTSS/RtI process. This data review will help teachers formulate their differentiation in their classrooms and design their small groups for instruction.

Students who are in the lowest performing quartile will have access to Title I and/or ESE support, as appropriate, to support their academic gains and work to close the gap in their achievement. Title I and ESE teachers are using intervention curriculum that align with the core instructional curriculum for English Language Arts and Math. The data for these groups is reviewed regularly by the leadership team and placement adjustments are made, if needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,400

After-school tutoring will be offered to approximately 32 students using Achieve3000 as the instructional tool.

Strategy Rationale

The traditional school day does not offer enough learning opportunities for our lowest performing students. Students in grades three through five will have the opportunity to attend the Extended School Day to receive additional instruction. As funds are available, additional students in grades one and two may be added.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Deck, Sandy, decksr@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Achieve3000, the curriculum that will be used, includes a "Level Set" placement test that determines the lexile level of each student and assignments are then assigned based on individual lexile levels. Ongoing progress monitoring is also a built in part of the program.
As grades one and two are added, if possible, supplemental curriculum will be used. Data will be monitored through a pre- and post-test given to students who participate.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 student can experience kindergarten with the teachers through story time, songs and hands-on activities while their parents are filling out the registration paperwork and learning about the school. Parents are given informational handouts and a learning mat to help prepare their children with skills essential for school success. In addition, Norton schedules a time for incoming kindergarten students to be assessed prior to the beginning of the school year. Parents requesting a tour of the school or more information pertaining to the transition to kindergarten may contact the Curriculum Resource Teacher (CRT), School Counselor, or Principal. A transition to middle school session is held for 5th grade parents in the Spring of each year to share with parents the different middle school options available and to answer any questions about the transition to middle school. This session is held by the School Counselor. Fifth grade teachers attend to answer questions also. Students who are being served through an IEP have a transition to middle school IEP meeting to set up their plan for middle school. Additionally, opportunities for students to shadow at the middle schools is offered.

College and Career Readiness

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

Annually the school has a "Career Week" which is school-wide and students get to hear from a variety of people in a variety of careers. Our enrichment students participate in a school based science fair. Throughout the year, volunteer speakers are brought in to share about their business and/or career.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school will participate in the district initiative of the Math Olympiad. STEM activities are integrated into math and science lessons.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. We will use on-going progress monitoring of student data to drive instruction, which will make a positive impact on all students' achievement.

G2. We will, as a staff, develop a deeper, more thorough understanding of the Florida Standards and their impact on our instruction. Through this understanding we will develop high expectations for students and teachers and align our instruction and expectations to meet the rigor of the standards with fidelity.

G3. We will improve the overall culture to create a school and classroom climate that is welcoming and free of distractions; where learning is the primary focus and the needs of all students are met both socially and academically.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will use on-going progress monitoring of student data to drive instruction, which will make a positive impact on all students' achievement. 1a

🔍 G050966

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
Math Gains	20.0
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Gains	20.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- CIMS Facilitator and Leadership team

- Amount of data

- PCG data reports

- Rti Monthly leadership team meetings

- Monthly CIMS meetings

Targeted Barriers to Achieving the Goal 3

- Comfort level of working with data and peer review of data

Plan to Monitor Progress Toward G1. 8

Reading unit tests, math benchmark assessments, Discovery Education reports, FAIR reports, Science benchmark assessments, teacher survey

Person Responsible
Sandy Deck

Schedule
Semiannually, from 9/1/2014 to 6/4/2015

Evidence of Completion
Teacher survey of data notebook usefulness; RtI Hotlist

G2. We will, as a staff, develop a deeper, more thorough understanding of the Florida Standards and their impact on our instruction. Through this understanding we will develop high expectations for students and teachers and align our instruction and expectations to meet the rigor of the standards with fidelity. 1a

G050959

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	65.0
FCAT 2.0 Science Proficiency	75.0
ELA/Reading Gains	20.0
Math Gains	20.0

Resources Available to Support the Goal 2

- Literacy coach
- Math/science coach
- Fairly new curriculum
- Title I teacher tutors
- Fast Forward and Reading Assistant
- Collaborative planning

Targeted Barriers to Achieving the Goal 3

- Teachers unfamiliar with new standards and assessments
- Effective teaching practices added to teaching knowledge

Plan to Monitor Progress Toward G2. 8

Unit reading tests, math benchmark assessments, constructed responses.

Person Responsible
Davette Wycoff

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Data from unit reading tests, math benchmark assessments, constructed responses.

G3. We will improve the overall culture to create a school and classroom climate that is welcoming and free of distractions; where learning is the primary focus and the needs of all students are met both socially and academically. 1a

Targets Supported 1b ⚲ G048773

Indicator	Annual Target
Attendance Below 90%	5.0
Discipline incidents	12.0

Resources Available to Support the Goal 2

- Kagan structures and coaching (increased student engagement)
- Positive Behavior Support (PBS)
- Classroom Guidance lessons and individual/small groups
- Progress monitoring of attendance and discipline data by the leadership team
- Parent contact for attendance/tardies (electronic and personal)

Targeted Barriers to Achieving the Goal 3

- Professional development
- Implementation of PBS program with fidelity

Plan to Monitor Progress Toward G3. 8

Attendance reports through Infinite Campus

Person Responsible
Mary Cooke

Schedule

Evidence of Completion
Printed reports showing a decrease in the number of students with an attendance rate of less than 90%.

Plan to Monitor Progress Toward G3. 8

Discipline reports through Infinite Campus and RtIB

Person Responsible
Mary Cooke

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Printed reports showing a decrease in the number of students with discipline referrals.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will use on-going progress monitoring of student data to drive instruction, which will make a positive impact on all students' achievement. 1

🔑 G050966

G1.B4 Comfort level of working with data and peer review of data 2

🔑 B127952

G1.B4.S1 Instructional staff with meet with grade level and CIMS Facilitator to review assessment data, on-going progress monitoring, and the RtI Hot List. 4

🔑 S140079

Strategy Rationale

As teachers meet together to review grade level data, they can exchange effective teaching practices and plan for remediation and enrichment instruction.

Action Step 1 5

Instructional staff will attend monthly CIMS meetings by grade level to discuss student achievement, instructional strategies, on-going progress monitoring, and a review of our RtI Hot List.

Person Responsible

Sandy Deck

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Monthly CIMS meetings minutes, updating of RtI Hot List

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Data notebooks will be maintained by teachers and used at monthly CIMS meetings, EPT, IEPs, 504s and parent conferences.

Person Responsible

Sandy Deck

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data notebooks that include student assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Members of the leadership team will attend CIMS meetings and the CIMS facilitator will monitor what goes into data notebooks by grade level (based on grade level assessments).

Person Responsible

Sandy Deck

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data notebooks; CIMS meeting minutes

G2. We will, as a staff, develop a deeper, more thorough understanding of the Florida Standards and their impact on our instruction. Through this understanding we will develop high expectations for students and teachers and align our instruction and expectations to meet the rigor of the standards with fidelity. 1

G050959

G2.B1 Teachers unfamiliar with new standards and assessments 2

B127925

G2.B1.S1 Exposing teachers to the practice FSA online. 4

S140053

Strategy Rationale

Teachers are unfamiliar with the FSA and how the questions are asked. This training provided them the opportunity to interact with the online practice FSA and provide feedback for school-wide and individual future professional development.

Action Step 1 5

Teachers will take the online FSA practice test followed by a discussion of the differences in the types of questioning and answer formats in both ELA (reading and writing) and Math. They gave their feedback on topics they would like continued professional development on. The follow-up for this inservice was for teachers to write questions relevant to their grade level using the FSA question format.

Person Responsible

Kim Neal

Schedule

On 9/3/2014

Evidence of Completion

Sign-in sheets for the inservice, follow-up test questions, survey results.

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

Grade levels worked together to write questions in ELA and Math for upcoming student assessments using the FSA question format.

Person Responsible

Davette Wycoff

Schedule

On 9/30/2014

Evidence of Completion

Test questions in FSA format

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Grade level teams will be given planning time to plan collaboratively to include these types of questions on a regular basis in their instruction and assessment.

Person Responsible

Kim Neal

Schedule

Semiannually, from 8/18/2014 to 3/31/2015

Evidence of Completion

Lesson plans, walk-throughs, observation, planning day agenda/minutes

G2.B1.S2 Unpacking the standards and test specifications by grade level. `4`

🔍 S140054

Strategy Rationale

Provide professional development to assist teachers in unpacking the standards to better understand the academic expectations and review the test specifications and their instructional implications.

Action Step 1 `5`

Instructional staff will meet as grade levels to unpack the standards and review and become familiar with the test specifications.

Person Responsible

Kim Neal

Schedule

Semiannually, from 10/27/2014 to 6/4/2015

Evidence of Completion

lesson plans, grade level meeting agendas/minutes

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

classroom walk throughs, lesson plans, observations, academic achievement on ELA and math assessments

Person Responsible

Kim Neal

Schedule

Every 6 Weeks, from 10/27/2014 to 6/4/2015

Evidence of Completion

minutes/agendas from grade level planning

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

lesson plans, classroom walk throughs, observations

Person Responsible

Kim Neal

Schedule

Every 6 Weeks, from 10/27/2014 to 6/4/2015

Evidence of Completion

unit reading assessments, math benchmark assessments, constructed written responses

G2.B4 Effective teaching practices added to teaching knowledge 2

🔧 B127928

G2.B4.S1 Book study with instructional staff on Teach Like a Champion by Doug Lemov. 4

🔧 S140076

Strategy Rationale

Teachers will participate in the book study in order to add techniques to their toolbox that will improve student achievement for all learners.

Action Step 1 5

Instructional staff will participate in a book study of Teach Like a Champion in order to gain additional effective teaching techniques to meet the needs of all learners.

Person Responsible

Kim Neal

Schedule

Monthly, from 11/17/2014 to 6/4/2015

Evidence of Completion

follow up activities from book study meetings, meeting agendas/minutes

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

monthly book study meetings and follow up activities implemented in between meetings

Person Responsible

Kim Neal

Schedule

Monthly, from 11/17/2014 to 6/4/2015

Evidence of Completion

lesson plans, classroom walk throughs, observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Implementation of teaching practices in daily lessons as observed through lesson plans, classroom walk throughs and observations.

Person Responsible

Kim Neal

Schedule

Quarterly, from 11/17/2014 to 6/4/2015

Evidence of Completion

Lesson plans, observation and walk through data.

G3. We will improve the overall culture to create a school and classroom climate that is welcoming and free of distractions; where learning is the primary focus and the needs of all students are met both socially and academically. `1`

🔑 G048773

G3.B1 Professional development `2`

🔑 B127679

G3.B1.S3 On-going monitoring of attendance data, including tardies. `4`

🔑 S140036

Strategy Rationale

On-going monitoring of attendance helps to catch trends of attendance concerns to be able to address in a timely manner to prevent increased lack of attendance.

Action Step 1 `5`

The BRT and leadership team will review attendance concerns (brought up by teachers and attendance reports) on a regular basis.

Person Responsible

Mary Cooke

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher contact log, attendance reports printed bi-weekly, parent contact log

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Leadership team will discuss attendance concerns at least monthly using the attendance reports generated by BRT.

Person Responsible

Kim Neal

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Decrease in attendance concerns to meet the goal of 5% of less of our student population having a less than 90% attendance rate; leadership team minutes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Truancy/attendance procedures addressed at faculty meetings at the beginning of the school year.

Person Responsible

Mary Cooke

Schedule

Evidence of Completion

Teacher data monitoring/parent contact form.

G3.B5 Implementation of PBS program with fidelity 2

B127912

G3.B5.S1 Implementation of the PBS program with fidelity school-wide. 4

S140038

Strategy Rationale

When the PBS program is implemented with fidelity, students' positive behavior increases (resulting in a decrease of negative behavior and an increase in time on task).

Action Step 1 5

PBS committee meeting to discuss implementation for the school year and teacher expectations.

Person Responsible

Mary Cooke

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Meeting agendas, meeting minutes, implementation of the PBS program.

Action Step 2 5

The teachers will positively reward students through the use of tokens for their behavior and following the school-wide expectations. Students will be able to use these tokens in a variety of ways (school store, events, special days).

Person Responsible

Mary Cooke

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Decrease in the number of discipline referrals, decrease in the number of students tracked on the discipline log kept by the BRT.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 `6`

Monitoring BRT logs and referral data; RtIB data; attendance at PBS events.

Person Responsible

Mary Cooke

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

BRT logs; discipline data; PBS event attendance records; RtIB

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

Through on-going monitoring, data will be collected and shared with the faculty and PBS committee regularly.

Person Responsible

Mary Cooke

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Faculty meeting agendas, PBS committee meeting agendas.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.A1	The BRT and leadership team will review attendance concerns (brought up by teachers and attendance reports) on a regular basis.	Cooke, Mary	8/18/2014	Teacher contact log, attendance reports printed bi-weekly, parent contact log	6/4/2015 biweekly
G3.B5.S1.A1	PBS committee meeting to discuss implementation for the school year and teacher expectations.	Cooke, Mary	8/11/2014	Meeting agendas, meeting minutes, implementation of the PBS program.	6/4/2015 quarterly
G2.B1.S1.A1	Teachers will take the online FSA practice test followed by a discussion of the differences in the types of questioning and answer formats in both ELA (reading and writing) and Math. They gave their feedback on topics they would like continued professional development on. The follow-up for this inservice was for teachers to write	Neal, Kim	9/3/2014	Sign-in sheets for the inservice, follow-up test questions, survey results.	9/3/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	questions relevant to their grade level using the FSA question format.				
G2.B1.S2.A1	Instructional staff will meet as grade levels to unpack the standards and review and become familiar with the test specifications.	Neal, Kim	10/27/2014	lesson plans, grade level meeting agendas/minutes	6/4/2015 semiannually
G2.B4.S1.A1	Instructional staff will participate in a book study of Teach Like a Champion in order to gain additional effective teaching techniques to meet the needs of all learners.	Neal, Kim	11/17/2014	follow up activities from book study meetings, meeting agendas/minutes	6/4/2015 monthly
G1.B4.S1.A1	Instructional staff will attend monthly CIMS meetings by grade level to discuss student achievement, instructional strategies, on-going progress monitoring, and a review of our RtI Hot List.	Deck, Sandy	9/1/2014	Monthly CIMS meetings minutes, updating of RtI Hot List	6/4/2015 monthly
G3.B5.S1.A2	The teachers will positively reward students through the use of tokens for their behavior and following the school-wide expectations. Students will be able to use these tokens in a variety of ways (school store, events, special days).	Cooke, Mary	8/18/2014	Decrease in the number of discipline referrals, decrease in the number of students tracked on the discipline log kept by the BRT.	6/4/2015 daily
G1.MA1	Reading unit tests, math benchmark assessments, Discovery Education reports, FAIR reports, Science benchmark assessments, teacher survey	Deck, Sandy	9/1/2014	Teacher survey of data notebook usefulness; RtI Hotlist	6/4/2015 semiannually
G1.B4.S1.MA1	Members of the leadership team will attend CIMS meetings and the CIMS facilitator will monitor what goes into data notebooks by grade level (based on grade level assessments).	Deck, Sandy	9/1/2014	Data notebooks; CIMS meeting minutes	6/4/2015 monthly
G1.B4.S1.MA1	Data notebooks will be maintained by teachers and used at monthly CIMS meetings, EPT, IEPs, 504s and parent conferences.	Deck, Sandy	9/1/2014	Data notebooks that include student assessment data.	6/4/2015 monthly
G2.MA1	Unit reading tests, math benchmark assessments, constructed responses.	Wycoff, Davette	8/18/2014	Data from unit reading tests, math benchmark assessments, constructed responses.	6/4/2015 quarterly
G2.B1.S1.MA1	Grade level teams will be given planning time to plan collaboratively to include these types of questions on a regular basis in their instruction and assessment.	Neal, Kim	8/18/2014	Lesson plans, walk-throughs, observation, planning day agenda/minutes	3/31/2015 semiannually
G2.B1.S1.MA1	Grade levels worked together to write questions in ELA and Math for upcoming student assessments using the FSA question format.	Wycoff, Davette	9/3/2014	Test questions in FSA format	9/30/2014 one-time
G2.B4.S1.MA1	Implementation of teaching practices in daily lessons as observed through lesson plans, classroom walk throughs and observations.	Neal, Kim	11/17/2014	Lesson plans, observation and walk through data.	6/4/2015 quarterly
G2.B4.S1.MA1	monthly book study meetings and follow up activities implemented in between meetings	Neal, Kim	11/17/2014	lesson plans, classroom walk throughs, observations	6/4/2015 monthly
G2.B1.S2.MA1	lesson plans, classroom walk throughs, observations	Neal, Kim	10/27/2014	unit reading assessments, math benchmark assessments, constructed written responses	6/4/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	classroom walk throughs, lesson plans, observations, academic achievement on ELA and math assessments	Neal, Kim	10/27/2014	minutes/agendas from grade level planning	6/4/2015 every-6-weeks
G3.MA1	Attendance reports through Infinite Campus	Cooke, Mary	8/18/2014	Printed reports showing a decrease in the number of students with an attendance rate of less than 90%.	biweekly
G3.MA2	Discipline reports through Infinite Campus and RtIB	Cooke, Mary	8/18/2014	Printed reports showing a decrease in the number of students with discipline referrals.	6/4/2015 monthly
G3.B5.S1.MA1	Through on-going monitoring, data will be collected and shared with the faculty and PBS committee regularly.	Cooke, Mary	8/18/2014	Faculty meeting agendas, PBS committee meeting agendas.	6/4/2015 quarterly
G3.B5.S1.MA1	Monitoring BRT logs and referral data; RtIB data; attendance at PBS events.	Cooke, Mary	8/18/2014	BRT logs; discipline data; PBS event attendance records; RtIB	6/4/2015 monthly
G3.B1.S3.MA1	Truancy/attendance procedures addressed at faculty meetings at the beginning of the school year.	Cooke, Mary	9/10/2014	Teacher data monitoring/parent contact form.	one-time
G3.B1.S3.MA1	Leadership team will discuss attendance concerns at least monthly using the attendance reports generated by BRT.	Neal, Kim	8/18/2014	Decrease in attendance concerns to meet the goal of 5% of less of our student population having a less than 90% attendance rate; leadership team minutes.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

G1. We will use on-going progress monitoring of student data to drive instruction, which will make a positive impact on all students' achievement.

G1.B4 Comfort level of working with data and peer review of data

G1.B4.S1 Instructional staff with meet with grade level and CIMS Facilitator to review assessment data, on-going progress monitoring, and the RtI Hot List.

PD Opportunity 1

Instructional staff will attend monthly CIMS meetings by grade level to discuss student achievement, instructional strategies, on-going progress monitoring, and a review of our RtI Hot List.

Facilitator

Sandy Deck, Kirby Basting

Participants

All instructional staff

Schedule

Monthly, from 9/1/2014 to 6/4/2015

G2. We will, as a staff, develop a deeper, more thorough understanding of the Florida Standards and their impact on our instruction. Through this understanding we will develop high expectations for students and teachers and align our instruction and expectations to meet the rigor of the standards with fidelity.

G2.B1 Teachers unfamiliar with new standards and assessments

G2.B1.S1 Exposing teachers to the practice FSA online.

PD Opportunity 1

Teachers will take the online FSA practice test followed by a discussion of the differences in the types of questioning and answer formats in both ELA (reading and writing) and Math. They gave their feedback on topics they would like continued professional development on. The follow-up for this inservice was for teachers to write questions relevant to their grade level using the FSA question format.

Facilitator

Kim Neal, Davette Wycoff

Participants

All instructional staff

Schedule

On 9/3/2014

G2.B1.S2 Unpacking the standards and test specifications by grade level.

PD Opportunity 1

Instructional staff will meet as grade levels to unpack the standards and review and become familiar with the test specifications.

Facilitator

Kim Neal

Participants

all instructional staff

Schedule

Semiannually, from 10/27/2014 to 6/4/2015

G2.B4 Effective teaching practices added to teaching knowledge

G2.B4.S1 Book study with instructional staff on Teach Like a Champion by Doug Lemov.

PD Opportunity 1

Instructional staff will participate in a book study of Teach Like a Champion in order to gain additional effective teaching techniques to meet the needs of all learners.

Facilitator

Kim Neal

Participants

All instructional staff

Schedule

Monthly, from 11/17/2014 to 6/4/2015

G3. We will improve the overall culture to create a school and classroom climate that is welcoming and free of distractions; where learning is the primary focus and the needs of all students are met both socially and academically.

G3.B5 Implementation of PBS program with fidelity

G3.B5.S1 Implementation of the PBS program with fidelity school-wide.

PD Opportunity 1

PBS committee meeting to discuss implementation for the school year and teacher expectations.

Facilitator

Kim Neal/Mary Cooke

Participants

All instructional staff, individual training with paras.

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: We will use on-going progress monitoring of student data to drive instruction, which will make a positive impact on all students' achievement.	1,000
Goal 2: We will, as a staff, develop a deeper, more thorough understanding of the Florida Standards and their impact on our instruction. Through this understanding we will develop high expectations for students and teachers and align our instruction and expectations to meet the rigor of the standards with fidelity.	8,500
Goal 3: We will improve the overall culture to create a school and classroom climate that is welcoming and free of distractions; where learning is the primary focus and the needs of all students are met both socially and academically.	5,000
Grand Total	**14,500**

Goal 1: We will use on-going progress monitoring of student data to drive instruction, which will make a positive impact on all students' achievement.

Description	Source	Total
B4.S1.A1 - Materials for data notebooks	Title I Part A	1,000
Total Goal 1		**1,000**

Goal 2: We will, as a staff, develop a deeper, more thorough understanding of the Florida Standards and their impact on our instruction. Through this understanding we will develop high expectations for students and teachers and align our instruction and expectations to meet the rigor of the standards with fidelity.

Description	Source	Total
B1.S2.A1 - Collaborative planning day substitutes	Title I Part A	7,000
B4.S1.A1 - Teach Like A Champion books, materials	Title I Part A	1,500
Total Goal 2		**8,500**

Goal 3: We will improve the overall culture to create a school and classroom climate that is welcoming and free of distractions; where learning is the primary focus and the needs of all students are met both socially and academically.

Description	Source	Total
B5.S1.A2 - PBS store and events	Other	5,000
Total Goal 3		**5,000**