

Alachua County Public Schools

C. W. NORTON ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 29
- V. Title I Requirements (optional) 32
- VI. ATSI, TSI and CSI Resource Review 39
- VII. Budget to Support Areas of Focus 41

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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, and positive learning environment.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Elena Mayo

Position Title

School Principal

Job Duties and Responsibilities

The school principal provides a common vision for the use of data-based decision making; sets school-wide goals; ensures the school based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills with the school staff, ensures implementation of interventions, reviews documentation; ensures training is conducted annually and as needed for individual teachers;

participates in Educational Planning Team meetings; participates in grade level data chats and other grade level meetings; facilitates leadership team.

Leadership Team Member #2

Employee's Name

Annie Harris

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is responsible for assisting in behavior support and training for teachers. She helps develop and implement behavioral interventions in conjunction with the BRT. She completes classroom walk-throughs and observations. The Assistant Principal provides curriculum support and training for teachers. She participates in Educational Planning Team Meetings and Leadership Meetings. She assists with formation of common grade level assessments and provides support for data collection of assessment scores.

Leadership Team Member #3

Employee's Name

Tristin Ballentine

Position Title

Instructional Coach

Job Duties and Responsibilities

The Title 1 Instructional Coach oversees the MTSS/RTI process by providing a common vision for the use of data-based decision making ensuring MTSS is implemented according to district guidelines. She oversees the implementation and documentation of interventions. She assists with formation of common grade level assessments and provides support for data collection of assessment scores. She also oversees grade-level data chats. The Instructional Coach supports classroom teachers in implementing Tier 1 instruction including planning and coaching. She meets weekly with the leadership team on matters of concern/decision making.

Leadership Team Member #4

Employee's Name

Bevon James

Position Title

Behavior Resource Teacher

Job Duties and Responsibilities

The Behavior Resource Teacher (BRT) is the Positive Behavior Support Chair who oversees the school-wide behavior plan. He implements individual behavior plans, monitors/inputs behavior data (district data base), assists teachers with implementation of classroom behavior plans, and oversees bus transportation. The BRT also meets weekly with leadership team on matters of concern/decision making.

Leadership Team Member #5

Employee's Name

Krista Boren

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor provides training and support in the MTSS/RtI process annually and as needed. She 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, and is responsible for scheduling ESE meetings and 504 meetings. The counselor works with the Leadership Team on issues of behavior and acts as a parent contact for parents who have academic and/or social concerns related to their child. The school counselor also coordinates social emotional support for students with the school social worker and outside agencies.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The faculty meets in various committees to discuss academic issues, social emotional practices, safety, best practices, and discipline that draws from and is then disseminated to grade levels and leadership. Monthly faculty meetings provide information and discussion about concerns and decisions made in the committees. Data is routinely shared in faculty and committee meetings. The School Advisory Council meets regularly to collaborate in school decisions. All of the information collected from committees, faculty, staff, and SAC is added to the School Improvement Plan. The draft plan is shared with the same stakeholders for input and discussion. At the end of the school year, the previous plan is reviewed by all stakeholders allowing for input and discussion while creating the new plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Prior to each monthly faculty meeting, the school improvement goals are reviewed, comparing current data to previous data. Compiling the input from all the committees with the data collected, leadership will assess whether or not we, as a school are on track to meet our goals and what changes to implement if we are not. Progress and changes will be shared with all stakeholders via faculty, committee, team leader, and SAC meetings. Changes will be added to the School improvement Plan.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	56.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	84.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	1	5	12	5	4	4	0	0	0	31
One or more suspensions	0	2	5	0	0	3	0	0	0	10
Course failure in English Language Arts (ELA)	0	0	0	11	10	8	0	0	0	29
Course failure in Math	0	0	0	3	0	31	0	0	0	34
Level 1 on statewide ELA assessment					10	28	0	0	0	38
Level 1 on statewide Math assessment					16	37	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	10	12	14						39
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	15	6	9	6					39

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	7	3	11	10	31				65

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	0	1	10	0	1				15
Students retained two or more times	0	0	0	0	1	0				1

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		32	20	21	25	13				111
One or more suspensions		3			5	4				12
Course failure in ELA		18	21	21	19	12				91
Course failure in Math		11	7	21	19	13				71
Level 1 on statewide ELA assessment		27	27	16	36	19				125
Level 1 on statewide Math assessment		31	15	26	46	22				140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		27	27	16						125

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		16	16	19	38	18				107

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	2	12						15
Students retained two or more times					2					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53	55	57	47	52	53	54	53	56
ELA Grade 3 Achievement **	57	58	58	45	51	53			
ELA Learning Gains	48	57	60				58		
ELA Learning Gains Lowest 25%	44	51	57				40		
Math Achievement *	48	55	62	43	53	59	57	40	50
Math Learning Gains	54	59	62				66		
Math Learning Gains Lowest 25%	55	49	52				38		
Science Achievement *	46	54	57	41	54	54	49	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									80
ELP Progress	77	75	61	44	61	59	46		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	482
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	46%	51%	44%		54%	54%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	5	2
English Language Learners	77%	No		
Black/African American Students	31%	Yes	3	2
Hispanic Students	54%	No		
Multiracial Students	62%	No		
White Students	58%	No	3	2
Economically Disadvantaged Students	42%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	18%	Yes	4	1
English Language Learners	44%	No		
Asian Students	67%	No		
Black/African American Students	20%	Yes	2	1
Hispanic Students	53%	No		
Multiracial Students	58%	No		
White Students	55%	No		
Economically Disadvantaged Students	28%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	3	
English Language Learners	43%	No		
Native American Students				
Asian Students	78%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	51%	No		
Multiracial Students	71%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	41%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%	57%	48%	44%	48%	54%	55%	46%					77%
Students With Disabilities	14%	14%	32%	42%	17%	45%	47%						
English Language Learners													77%
Black/African American Students	23%	24%	37%	44%	26%	40%	41%	12%					
Hispanic Students	55%	60%	37%		48%	68%							
Multiracial Students	70%		53%		57%	67%							
White Students	65%	71%	55%	50%	56%	56%	50%	62%					
Economically Disadvantaged Students	40%	54%	48%	48%	34%	43%	48%	23%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%	45%			43%			41%					44%
Students With Disabilities	21%	23%			10%			17%					
English Language Learners	25%				50%								56%
Asian Students	58%				75%								
Black/African American Students	25%	21%			20%			13%					
Hispanic Students	59%	54%			44%			60%					50%
Multiracial Students	58%				65%			50%					
White Students	55%	53%			51%			59%					
Economically Disadvantaged Students	27%	24%			30%			29%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	54%		58%	40%	57%	66%	38%	49%					46%
Students With Disabilities	16%		39%	39%	22%	56%	45%	7%					
English Language Learners	13%		50%		33%	75%							46%
Native American Students													
Asian Students	69%		73%		77%	91%							
Black/African American Students	30%		44%	38%	35%	47%	27%	28%					
Hispanic Students	50%		61%	40%	50%	67%		40%					
Multiracial Students	62%		73%		69%	80%							
Pacific Islander Students													
White Students	69%		63%		69%	76%		67%					
Economically Disadvantaged Students	38%		48%	35%	41%	57%	35%	32%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	54%	56%	-2%	55%	-1%
Ela	4	51%	51%	0%	53%	-2%
Ela	5	51%	51%	0%	55%	-4%
Math	3	46%	54%	-8%	60%	-14%
Math	4	41%	53%	-12%	58%	-17%
Math	5	49%	51%	-2%	56%	-7%
Science	5	44%	50%	-6%	53%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

As a school we had the biggest gains in fifth grade math. Sixty-four percent of students made a learning gain. Sixty-seven percent of students in the bottom quartile made a learning gain. When looking at our sub-group data for this grade level, fifty-six percent of Black/African American students made a learning gain and forty-five percent of the ESE students made a learning gain. In this grade level we departmentalized for ELA, math, and science. Both math teachers worked extensively with the district math curriculum specialist on establishing routines, vertical planning, and data driven decisions.

Lowest Performance

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

Our science data in fifth grade made a small improvement from the previous year moving from forty-one percent proficiency to forty-four percent proficiency. Both our Black/African American subgroup and our Students with Disabilities continued to struggle with achieving science proficiency.

Greatest Decline

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

When looking at our fifth grade ELA scores our proficiency is 52%. Initially this appears to be a decline as this group of students was at 58% in fourth grade. Upon further analysis, 54% of students made a learning gain in fifth grade. In the bottom quartile, 62% of students made a learning gain. Students moving in or out of the school could be a reason for the data initially to show a decline.

Greatest Gap

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

Math proficiency is an area where the school performs below state average at all grade levels. The greatest discrepancies are in third and fourth grade where we are also below district average. Fifth grade scores significantly improved over the 2023-24 school year surpassing district average and

approaching state average. Math is also the area with the biggest discrepancy within our subgroup data.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our greatest area of concern is our incoming fifth grade students. Thirty-one out of ninety-nine students have more than one risk indicator. Many of these students scored a level one in both ELA and math. This grade also has our highest number of students with disabilities which is one of the sub-groups that is below the 41st percentile.

Highest Priorities

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

Our priorities for upcoming school year are as follows:

1. Increase student proficiency in math accross all grade levels and subgroups.
2. Continue to increase proficiency in ELA across all grade levels and subgroups.
3. Increase science proficiency across all subgroups.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The percentage of students identified as achieving at or above grade level in ELA, math, and science indicate the need for stronger Tier 1 instruction. 53% of students achieved at or above grade level in ELA. 48% of students achieved at or above grade level in math. 46% of students achieved at or above grade level in science. Of special consideration is the percent of Black/African American students and students with disabilities achieving at grade level or above. Black/African American and Students with Disabilities. Only 23% of Black/African American students and 14% of Students with Disabilities showed proficiency in ELA. When looking at math 26% Black/African American students and 17% of students with disabilities showed proficiency in Math. Both of these subgroups are significantly underperforming when compared with their peers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

-
1. All subgroups will show a 5% increase in the number of students achieving grade level proficiency in ELA, math, and science.
 2. All subgroups will achieve an ESSA Federal Index of 41%.
 3. All teachers will use core curriculum for Tier 1 instruction 95% of the time as measured through instructional walk through data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Principal, Assistant Principal, and Instructional Coach will meet regularly in leadership data chats to review walk through data and student achievement data. School trends will be shared with the faculty. Individual teachers will receive coaching support as needed.

Person responsible for monitoring outcome

Elena Mayo

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students will receive direct instruction using core curriculum tied to Florida's Standards and Benchmarks.

Rationale:

Interventions were selected based on their effective size from Visible Learning by John Hattie. Direct instruction has an effect size of 0.59. Direct math instruction has an effect size of 0.61. Comprehensive reading programs have an effect size of 0.59.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development on Core Instruction

Person Monitoring:

Elena Mayo

By When/Frequency:

July 31st and August 1st

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive school and district professional development on identifying standards/benchmarks and developing learning targets. Learning targets and standards/benchmarks will be posted on focus boards in all classrooms.

Action Step #2

Math Professional Development

Person Monitoring:

Elena Mayo

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math teachers will complete a book study on Daily Routines to Jump Start Math. The book study will be facilitated by the leadership team with support from the district math coach.

Action Step #3

Direct Instruction

Person Monitoring:

Elena Mayo

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Students will receive direct instruction using core curriculum tied to Florida's Standards and Benchmarks.

Action Step #4

Data Chats

Person Monitoring:

Tristin Ballentine

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in data chats based on grade level and classroom data. Data will be compared to school and district averages. Standards in need of re-teaching will be identified and a plan for re-teaching developed. This will be a continuous cycle.

Action Step #5

Classroom Walk Throughs

Person Monitoring:

Elena Mayo

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will conduct weekly walk throughs, then meet monthly to review data. School level trends will be identified. Teachers will be provided specific PD based on trend data in monthly faculty in-service meetings as identified on the school calendar.

Action Step #6

Coaching and Support

Person Monitoring:

Tristin Ballentine

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Individual coaching support will be provided based on student assessment data and walk through observations.

Action Step #7

Collaborative Planning

Person Monitoring:

Elena mayo

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet as grade level teams to identify standards and benchmarks for the upcoming week. Teachers will discuss strategies and lesson structures to use for implementation. Team meeting notes will be submitted to the Leadership Team for review.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific

questions)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When reviewing school data for grades 3-5, we increased our overall proficiency in ELA from 47% to 53% proficiency. When looking at subgroup data, Black/African American Students and Students with Disabilities did not increase in proficiency. Both of these subgroups showed gains particularly when looking at the bottom quartile. Continued focus on these subgroups will increase overall proficiency. When reviewing data in grades K-2, kindergarten had the largest number of students scoring below the 40th percentile (44%). DIBELS data collected in the fall of 2023 showed this group of students had more deficits in phonics and phonemic awareness than previous years. Continued focus in this area will be key for first grade.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our instructional practices in grades K through 2 will include the following:

1. Implementation of the district core curriculum- Benchmark Advanced
2. Implementation of UFLi Foundations during Tier 1 instruction
3. Use of UFLi Foundations, Orton Gillingham, and Great Leaps during intervention as called for by individual student data.
4. Use iStation computer based resources

Using all of these instructional materials, we will be able to target the components of reading while ensuring that we are teaching the grade level benchmarks. Data from the Renaissance, DIBELS, and common assessments will guide teachers on the focus for each individual student.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our instructional practices in grades 3 through 5 will include the following:

1. Implementation of the district core curriculum- Benchmark Advanced
2. Implementation of SIPPS or Morpheme Magic curriculum during Tier 1 instruction
4. Use of UFLi, Great Leaps, SIPPS, and ACT during intervention as called for by individual student data.
5. Use of Achieve, i-Ready Teacher Tool Box, and iStation computer based resources

Using all of these instructional materials, we will be able to target the components of reading while

ensuring that we are teaching the grade level benchmarks. Data from the FAST, DIBELS, and common assessments will guide the teacher on the focus for each individual student.

Grades K-2: Measurable Outcome(s)

1. All grade levels will show a 5% decrease in the number of students below the 40th percentile on Early Literacy or Star Reading.
2. All teachers will use core curriculum for Tier 1 instruction 95% of the time as measured through instructional walk through data.

Grades 3-5: Measurable Outcome(s)

1. All subgroups will show a 5% increase in the number of students achieving grade level proficiency in ELA to achieve this goal.
2. 50% of students in the bottom quartile in ELA will show gains on FAST.
3. All teachers will use core curriculum for Tier 1 instruction 95% of the time as measured through instructional walk through data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students in grades K-5 will take the FAST three times per year. Teachers will also administer the DIBELS assessment three times per year. Additionally, students will take 10 ELA concept assessments and weekly decoding quizzes. All of this data will be shared with the Principal, the Assistant Principal, and the Instructional Coach in either a district platform or through Google Docs. The Principal, Assistant Principal, and/or the Instructional Coach will meet monthly with grade levels and/or individual teachers to plan for instruction based on current data. This will impact student outcomes because the instruction will be focused on where the students are currently excelling as well as struggling.

This data will also be shared with the Literacy Leadership Team to allow for discussions on school based trends and planning for next steps.

Person responsible for monitoring outcome

Tristin Ballentine

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will provide direct standards based instruction to all students in K-5 using district adopted core materials. This instruction will be supplemented by school identified intervention resources that target individual components of reading. All teachers will establish clear goals for instruction using a Focus Board which identifies standards/benchmarks and the specific learning target for the lesson. The leadership team will monitor implementation through classroom walk throughs. This will provide individual data along with school wide trends in instruction. Teachers will be provided with feedback and actionable next steps, when appropriate.

Rationale:

All students require high quality Tier 1 instruction directly connected to the grade level standards in addition to supplemental instruction. All teachers will use a comprehensive reading program. Hattie has identified Direct Instruction as a practice with the "Potential to Considerably Accelerate" with an effect size of .59.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership Team

Person Monitoring:

Elena Mayo

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Norton Elementary has a Literacy Leadership team led by the School Principal and the Instructional Coach. The Literacy Leadership team consists of one representative from each grade level. This team meets monthly to review school data, review current school literacy instructional requirements, and plan for school wide literacy initiatives.

Action Step #2

Core Instruction

Person Monitoring:

Elena Mayo

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive school and district professional development on identifying standards/benchmarks and developing learning targets. Learning targets and standards/benchmarks will be posted on Focus Boards in all classrooms. Students will receive direct instruction using core curriculum tied to Florida's Standards and Benchmarks. Teachers will participate in data chats based on grade level and classroom data. Data will be compared to school and district averages. Standards

in need of re-teaching will be identified, and a plan for re-teaching will be developed. This will be a continuous cycle. The Instructional coach will support teachers based on classroom data and walk through data.

Action Step #3

Small Group Intervention

Person Monitoring:

Tristin Ballentine

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be identified using DIBELS and FAST data as having a substantial reading deficiency. Targeted students will be placed in intervention groups with a Title 1 teacher or ESE teacher.

Action Step #4

Professional Development focused on Intervention

Person Monitoring:

Tristin Ballentine

By When/Frequency:

Ongoing August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive on-going training, coaching, and support on tiered academic interventions.

Action Step #5

Intervention Progress Monitoring

Person Monitoring:

Tristin Ballentine

By When/Frequency:

Ongoing September to May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Principal, Assistant Principal, Title 1 Instructional Coach, and School Counselor will meet with teachers in data chats to review student progress. EPT and/or IEP meetings will be scheduled for students not making satisfactory progress. Interventions will be adjusted accordingly.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Last school year, our students generated 261 behavior offenses. Our Black/African American students generated 45% of the total offenses and our Students with Disabilities generated 31%. While our number of offenses rose slightly from last year, the offenses generated from Black/African American and Students with Disabilities decreased. The majority (74%) of referrals were generated from the

classroom. This data supports the need for us to re-examine our classroom behavior practices. Our area of focus will be on building and maintaining a positive culture and environment by implementing PBIS and Restorative Practices. We will be focusing on behavior and guidance supports to build rapport with students and families to try to understand the root of behaviors.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The number of discipline referrals and behavior offenses will decrease by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The PBIS committee will review monthly discipline data including number of referrals and offenses by subgroup, with particular attention on Tier 3 students.

Person responsible for monitoring outcome

Annie Harris

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

PBIS will be implemented as a way to build a positive school culture. Through PBIS, students will be explicitly taught Norton expectations and positively rewarded/celebrated when following them. Teachers and staff will model these expectations. Restorative Practices will also be used in classrooms to build relationships and community. This includes students and teachers having conversations about mistakes and behavioral transgressions. These conversations focus on learning to recognize how and why students make certain choices, positive or negative. Students learn to become accountable for their actions, develop empathy, and take steps to make amends for their actions. Teachers will model for students how to regulate emotions and discuss challenges.

Rationale:

Research shows that when PBIS is implemented properly, the PBIS multi-tiered framework results in improved student outcomes including lower school dropout rates, higher student engagement, decreased behavior problems, and increased academic performance. Because Restorative Practices address root causes of student behavior while reducing exclusionary approaches, they have the potential to ameliorate racial disparities while enhancing school climate, academic engagement, and academic performance.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Faculty and Staff Professional Development

Person Monitoring:

Annie Harris

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Faculty and staff will receive professional development on Restorative Practices. This training will include rationale for implementation of Restorative Practices related to last year's data, steps for implementation, and ways to promote classroom community and relationships between students and teachers. Monthly updates and follow-up to build upon previous knowledge and improve practices. Teachers will participate in a book study using Conscious Discipline, by Becky Bailey to explore how to build resilient classrooms. The Assistant Principal, BRT and Counselor will lead this study.

Action Step #2

Classroom Walk Throughs

Person Monitoring:

Annie Harris

By When/Frequency:

August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Walk throughs will be conducted to determine classroom efficacy of Restorative Practices after the initial training. The use of restorative language and evidence of relationship building will be assessed.

Action Step #3

Coaching

Person Monitoring:

Annie Harris

By When/Frequency:

August through May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Faculty and staff will receive coaching on implementation of PBIS and Restorative Practices based on walk through and discipline data.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The School Improvement Plan (SIP) is reviewed and provided input through multiple stakeholders including the School Advisory Council (SAC), parents/families, teachers, and staff. It will be disseminated to stakeholders in a variety of ways.

The SIP will be shared with the School Advisory Council (SAC) who meets throughout the year to discuss school improvement. The council is made up of three teachers, three career service employees, three parents, three community members and the school principal. They also provide input and suggestions on school initiatives and actively participate in setting school goals.

It will be shared with families through PTA meeting(s), the school website, the Title I Annual Meeting, and committee meetings. The school staff will receive the information in school faculty meeting(s) and team leader meetings.

<https://www.sbac.edu/domain/965>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school strives to build positive relationships with parents, families, and community stakeholders

while keeping all parties engaged in the school community. At the start of the year, families are welcomed to campus during Meet the Teacher, Open House and the Title I Annual Meeting. During these events, parents visit student classrooms, gain knowledge in how Title I supports all students, and learn about their child's upcoming school year.

Daily communication with families is maintained through the use of the Parent Communication folder funded by Title I. In 2nd - 5th grades, planners, also provided by Title I, are used to assist students in being organized, establishing routine, as well as communicating important information with parents and teachers. Weekly or monthly newsletters are sent home at each grade level, informing parents of important upcoming dates, standards the students are working on, and goals for subject areas.

Teachers will invite parents to campus for parent-teacher conferences throughout the school year. These may be held on campus, via zoom, or by phone to keep parents informed of their child's progress. The student services team will communicate with families and help support student needs.

The school's Title I Family Engagement Plan is shared near the beginning of the year with all families. Parent & Family Engagement events are funded by Title I and designed to connect families and community stakeholders with the school. Events range from Publix Math night, where students apply real-world math skills with their families, to family workshops focusing on a variety of topics including B.E.S.T. Standards and transitioning to middle school.

The School Advisory Council (SAC) meets throughout the year to discuss school improvement. The council is made up of three teachers, three career service employees, three parents, three community members and the school principal. They also provide input and suggestions on school initiatives and actively participate in setting school goals.

School clubs and performances are another opportunity for family and/or community involvement. The math club has local competitions that are open to families. Girls on the Run participates in a community run where school staff and families come out in support of students. The Ukulele Club, Chorus and all grade level music classes, host various evening performances inviting families to attend as well.

All parents are invited to join and attend PTA. The PTA hosts multiple events throughout the year in partnership with various community businesses including Trunk or Treat, STEAM Night and the school carnival. The school is open for families who may want to run alongside their student during Morning Mile or have lunch with their student on campus.

<https://fl02219191.schoolwires.net/domain/982>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

The Literacy Leadership Team will continue to support and remain a driving force for reading instruction and growth for the entire school. The team is promoting literacy in a school-wide initiative to build interest and connection to reading across grade levels. The school has also established a committee for Math and Science, to focus on subject area knowledge while supporting the school's goals. Teachers in grades K-2 will implement UFLi Foundations to continue growth in foundational reading skills. A decoding component will be included for grades 3-5 using SIPPS or Morpheme Magic, to build fluency and automaticity in reading skills. Thinking Maps, funded by Title I, will be reviewed and integrated into instruction throughout the year to provide all students a visual pattern and base for deeper understanding.

Last year, Accelerated Math courses were offered for the third and fourth grade students. This year we will add sixth grade math for fifth grade students who successfully completed accelerated math in fourth grade. This provides new opportunities for students to advance math skills and gain real-world application.

Title I intervention services will be provided to students in all grade levels through two Title I intervention teachers. Title I teachers will implement UFLi Foundations, Orton Gillingham, Achieve3000, and Everglades curriculum in small groups to help students in need of Tier 2 support..

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This plan is written in conjunction with the school Title 1 coordinator. We have multiple programs that are supported by other agencies. We have a VPK program which is funded by the Agency for Workforce Innovation. We provide free meals to all students daily under the Community Eligibility Division of the USDA. Additionally, we have multiple ESE paraprofessionals that are funded under IDEA.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Norton Elementary has a full time School Counselor and 2-day per week School Social worker who specifically provide Behavior Life Skills and support to students. They will follow the MTSS and ASCA model through classroom lessons, small group meetings, theme days and weeks, individual counseling and referring students and families to community resources. Building behavior life skills and wellness skills are an important aspect of child development in helping students learn to effectively interact and work with peers and adults. Tier 1 supports are implemented in every classroom through curriculum such as Sanford Harmony and OLVEUS, as well as other district approved curriculum. These classroom lessons and activities specialize in creating opportunities to develop social skills, build community and to aid in recognizing and preventing bullying.

The School Counselor and Social Worker work closely with the leadership team, teachers, staff and parents/families to provide support to students during the school day as needed. Small groups are developed to work on social skills, emotional regulation, career opportunities, and academic motivation. Open lines of communication to families are essential and utilized to provide updates on students progress, answer questions, and provide community resources. The School Counselor and Social worker work closely with families to provide referrals to community agencies as needed for ongoing and long term support for students.

Norton Elementary participates 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 will be held throughout the week school-wide and within each classroom.

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students'

access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

The school counselor will provide training to staff and students on the XELLO platform, the district approved, K-12 College & Career Readiness software. Through this program students will have the opportunity to explore their interests, build self esteem, and create a career plan. They will begin to gain an understanding of the world of work and future opportunities. This software is available in the students' portal. The students will have the opportunity to continue exploring XELLO outside of school as well.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

We will continue to implement a tiered behavior system, based on Positive Behavior Intervention Supports (PBIS). The school-wide model begins with a proactive approach surrounding our 4 school-wide expectations: Be Respectful, Be Safe, Be Responsible, Be Cooperative. These are adapted and taught in all classrooms, with students learning what they mean in multiple situations. Students are recognized for using these expectations in a variety of ways, with specific language, reinforcing positive behavior. This is the Tier 1 model.

In Tier 2, the expectations will be explicitly retaught and modeled for students struggling with behavior. Those who may need increased support or scaffolding of the expectations, may have reminders including lists, charts or other individual prompts. Students may be encouraged to seek role models or adults to help them with this process.

Within the Tier 3 model, students demonstrating difficulty understanding and following the school-wide expectations will receive a more structured approach to teaching positive behavior. This may involve behavior plans with attainable goals and a check-in/check-out system with a preferred adult. This system identifies short term goals, making success more achievable and reinforcing growth for students. Each step of this process will be documented to ascertain if the intervention is helping the student move towards their goal of understanding and implementing the school-wide expectations, or whether a different type of intervention is needed.

Faculty and staff will use Insights To Behavior. This is a behavior management software based on Applied Behavior Analysis (ABA). This software has a wide variety of training workshops, guidance on behavior plans, classroom management strategies and conflict management. Through Insights to Behavior, the school has access to classroom and behavior management training for both administrators and teachers to reduce referrals while fostering more peaceful and productive

classrooms. Insights to Behavior is also a valuable resource for guidance in the creation of a Behavior Improvement Plan (BIP) and a Functional Behavior Assessment (FBA).

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Teachers will be provided professional learning opportunities in areas such as Thinking Maps, Multi-tiered Systems of Support (MTSS), the Learning Environment, Kagan, and Restorative Practices. All faculty will participate in book studies using one of the following books: *Conscious Discipline*, by Becky Bailey, *The Writing Rope*, by Joan Sedita and *Daily Routines to Jumpstart Math*, by John J. SanGiovanni. Faculty will be divided into these three book groups based on need. ELA teachers in grades three through five will participate in the writing book study addressing building the connections between reading comprehension and written expression. Reading assessment data shows that the skills needed to show understanding and comprehension in written expression is lacking, especially in the tested grades. K-2 teachers and 3-5 math teachers will take part in the math book study, as the data shows this subject area is a weakness for the school. Pre-K, ESE, and resource teachers will participate in the discipline book study to help our students build resilience, communication and problem solving within classrooms.

Professional development in the B.E.S.T. standards will continue to provide teachers a deeper understanding and relationship with the new standards and how they are connected across grade levels. Teachers will consistently participate in data chats as grade level teams, with the Instructional Coach and members of the leadership team, to review data and student progress from academic assessments. Teachers will use Instructional Focus Boards for each subject. The Focus Board is a uniform, structured classroom display strategically located in a central location in every classroom for the purpose of guiding instruction for teachers, as well as defining the purpose for learning for students. Teachers are expected refer to Focus Board during the lesson to drive the lesson and assess understanding.

Teachers will be given initial or refresher UFLi training to implement phonics instruction with students. The Title I funded Instructional Coach works daily with teachers to ensure students needing intervention are receiving the appropriate programs, dose, and instruction to help them achieve academic success. Additionally, teachers will receive ongoing training on tiered academic interventions and how to best meet the instructional needs of all students.

A team of 9 teachers attended the Kagan Summer Academy, receiving training in Kagan Cooperative learning structures. This team of teachers will provide professional development on Kagan structures

to promote cooperative learning amongst students in all classrooms. Each month, a new structure will be introduced and incorporated into general curriculum instruction.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

In the spring, prior to the start of kindergarten, the school will host Kindergarten Round-Up. All potential kindergarten students are invited to come out for the afternoon. Kindergarten teachers provide the students with a snack, a brief activity, and a tour of the school. The Leadership Team shares a short presentation outlining kindergarten expectations and information to families. Prior to the first day of school, all families attend Meet the Teacher where students get to preview the classroom and meet new friends.

For students with disabilities, the ESE team will schedule a meeting with incoming families. At this meeting, services will be discussed along with any special considerations. The Individualized Education Plan will be updated to reflect needs and any changes in services discussed.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

School data shows that students need extra support in ELA, specifically Black/African American students and Students with Disabilities who made less gains when compared to the school average of 48%. Only 37% of Black/African American students made gains and 32% of Students with Disabilities made gains. For both of these subgroups the bottom quartile made more gains than each subgroup as a whole, 44% for Black/African American students and 42% for Students with Disabilities. In looking at this, intervention is working but a closer look at Tier 1 instruction would be beneficial for all students. Benchmark aligned instruction will be an area of focus. Professional development and coaching will be provided to all teachers to support consistent implementation of curriculum with fidelity. Classroom walk through data, along with mid-year DIBELS, FAST, and Renaissance data, will be used to tailor support for teachers.

School data also shows the need for extra support in math with a focus on the Black/African American and the Students with Disabilities subgroups. Title 1 data shows that students in intervention made more gains than students that were not pulled for extra support. The school will continue to identify students performing below the 40th percentile to provide extra support in small group. In fifth grade, the ESE teacher will co-teach with the regular education teacher to allow more differentiation during core instruction. Additionally, teachers will receive coaching and PD to help support core standards based instruction in math. All coaching and professional development will start at the beginning of the year and be ongoing for the 2024-25 school year. Intervention groups will begin in September and monitored throughout the year. Changes to groups will be made based on current data. Classroom walk through data, along with mid-year FAST and Renaissance data, will be used to individualize support for teachers.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00