FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: C. W. NORTON ELEMENTARY SCHOOL

District Name: Alachua

Principal: Kimberly Neal

SAC Chair: Stacy Graff

Superintendent: Dr. W. Daniel Boyd

Date of School Board Approval:

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kimberly Neal	Music K-12 Elementary Education K-6 Educational Leadership School Principal	1	3	2011-2012 - A, Reading 69%, Math 73%, Writing 84%, Science 77%, Learning Gains 68% in Reading and 76% in Math, Lowest 25% 58% in Reading and 48% in Math. 2010-2011 - A, Reading 81%, Math 88%, Writing 89%, Science 72%, Learning Gains 69% in Reading and 75% in Math, Lowest 25% 54% in Reading and 68% in Math. AYP = No

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Beginning Teacher Mentor Coach	Maria Wallis	Elementary Education K-6			
District Technology Coach	Nancy Sanders	Educational Media Specialist (Pre-K-12), Elementary Education (1-6), Gifted endorsement			

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	All teachers new to Norton are paired with a returning teacher to answer questions and assist as needed.	Principal and assigned Team Leader	Assigned by the first day of pre-planning and support is on-going through June 2013	
2	All teachers new to Norton meet with the Leadership Team to become familiar with school-wide procedures, expectations, and support.	Kim Neal-Principal; Davete Wycoff-Curriculum Resource Teacher (CRT); Jennifer Taylor-Guidance Counselor; Daniel Cordero-Behavioral Resource Teacher (BRT); and Christy Repp-Title 1 / FCIM Lead Teacher	Initial meeting held during pre-planning. On-going support throughout the school year through June 2013	
3	Team Leaders and Leadership Team support instructional staff.	Principal and selected teachers.	On-going through June 2013	
4	Increase teacher knowledge on effective instructional, behavioral, or engagement strategies and use of technology to enhance student engagement and curriculum.	Principal, district workshops, and selected teachers.	On-going through June 2013	
5	Annual instructional fair	Principal and district personnel department	April/May 2013	
6	Mentor Coaches work with beginning teachers on a variety of subjects, including classroom management, curriculum knowledge, instructional strategies. The support is individualized to meet the needs of each teacher.	Principal, Mentor Coach, District office	On-going through June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2% (1) of teachers are out-of-field in ESOL.	The teacher has been given the resources to begin coursework toward ESOL certification.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	4.3%(2)	27.7%(13)	34.0%(16)	34.0%(16)	46.8%(22)	100.0%(47)	14.9%(7)	6.4%(3)	27.7%(13)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maria Wallis	Melinda Freeland, Margaret Magyari	All first year teachers are paired with a district assigned mentor to ensure support is available to provide effective teaching stratgies in the classroom.	The district mentor observes the teachers during instructional time, provides coaching as needed, and highlights the effective strategies observed. Additional support is given if needed. Training by the district is also given to beginning teachers.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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. In addition, one para assists with various grade levels offering additional support for students for a total of four hours daily. FCIM Facilitator is available to assist teachers to disaggregate data and implement differentiated instructional for students. Modeling of effective teaching strategies is also available for instructional and non-instructional staff. Inservice training to increase student achievement and parent involvement activities are planned and presented to assist parents with strategies to use at home with their children. Additional Inservice training/Professional Learning Communities/Book Studies are offered in specific subject areas and/or instructional strategies. Students who qualify, apply and are selected receive Supplemental Educational Services.

Title I, Part C- Migrant

Migrant Support Resource Advocates provide services and support to students and parents. The district liaison coordinates with Title 1 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 X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento 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 incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. The school also participates in the Officer Friendly program in partnership with the Gainesville Police Department. Implementation of PBIS (Positive Behavioral Interventions and Supports) will continue for the third year, with monthly meetings to address concerns and share resources to implement the program. Behavior data (including comparison to previous years) is shared with the PBS team and faculty. A school and district focus for this school year is anti-bullying. Every classroom will have lessons about bullying presented by members of the leadership team.

Nutrition Programs

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

Housing Programs

NA

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

NA

Career and Technical Education

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 the job related attire.

Job Training

NA

Other

Targeted letters are available from the district office in parent's native language upon request. The school houses two varying exceptionality self-contained units to facilitate students with intense learning needs, as well as the district's elementary center for deaf, hard of hearing students (2 classes). One ESE resource teachers also assist students in ESE programs.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kim Neal, Principal: Provides leadership and direction for students to meet NCLB requirements and teachers to have the training to increase student achievement using effective teaching strategies. Collects data on student progress towards academic and behavioral goals, analyzes data by benchmarks to ensure the concepts are being taught (plan books, walk-throughs, differentiated instruction), ensures that intervention support is available based on the data (by the teacher and

Title 1 additional support), participates in FCIM meetings to share data and promote dialogue on ways to meet individual needs, provides professional development opportunities to support the RtI implementation, and participates in Educational Planning Team (EPT) meetings with parents.

Jennifer Taylor, School Counselor: Provides expertise in the RtI implementation and support to the Leadership Team in areas of interventions needed to address specific student's needs. Works with outside agencies to ensure student's academic, emotional, behavioral and social needs are addressed. Also is an active participant in EPT and IEP meetings and works closely with teachers and parents.

Davette Wycoff, Curriculum Resource Teacher: Provides expertise in the State of Florida Benchmarks and grade level curriculum to ensure students are taught on their instructional level and provided remedial or enrichment activities as needed through the teacher. Collects assessment data from all K-5 students in the areas of reading, writing, math and science. Assists the FCIM facilitator and principal with test analysis and suggestions to teachers on differentiated instruction. Meets with parents to discuss academic strategies and NCLB criteria.

Daniel Cordero, Behavioral Resource Teacher: Assists students having difficulty adjusting to school or class requirements. Meets with students, teachers and parents to develop plans to assist with student success. Responsible for addressing PBIS and RtI Behavioral concerns and working with district behavioral specialists as needed for classroom support.

Christy Repp, FCIM Facilitator (part time): Together with the principal and CRT, data is collected, reviewed and analyzed prior to suggestions given to teachers/teams to assist with student success in meeting NCLB requirements. Works with teachers to implement differentiated instruction.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RtI Leadership Team consists of two sub-groups:

The school's Office Leadership Team (Principal, Guidance Counselor, CRT, BRT) meets weekly to discuss successes and concerns throughout the school. Areas needing correction or intervention are assigned to a member on the team after discussion to intervene. This may include: professional development, assisting with interventions to implement, adjusting intervention groups, pacing of academics, recommendations for reassessing students, sharing of information from the FCIM Leadership Team, brainstorming interventions for students, and other areas.

The school's FCIM Team (Principal, FCIM Facilitator, and CRT) function is to collect data from teachers and district assessments, analyze progress students are making towards State benchmarks, assisting with differentiated instructional strategies, and ensuring the Florida Continuous Improvement Model and calendar are followed.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team works with representatives from each grade level and/or team and collects strategies to include in the School Improvement Plan. Team Leader meetings are held monthly and specific SIP committee meetings are held throughout the year to monitor implementation of the plan. At least one member of the RtI Leadership team is also a member on these committees. Notes are taken at all meetings to ensure concerns are addressed in a timely manner and strategies listed in the plan are on the school calendar. Representatives share information discussed with all members on their specific teams.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data (September): FAIR (Grades K-5); District On-Track Math (Grades 3-5); On-Track Science (Grade 5); and Writing (K-5).

In September, Go Math! Florida chapter testing and National Geographic Science assessments begin. Starting in October (Grades K-5) Macmillan Treasures Reading Benchmark or Unit tests are given (K-5). These assessments are on-going throughout the school year and assist teachers with planning for instruction.

Mid-Year: FAIR (K-5); Macmillan Reading Benchmark Test (3-5);On-Track Math (3-5); On-Track Science (5); and writing (K-5).

End of the Year: FAIR (K-5); Macmillan Reading Benchmark Test (3-5); On-Track Math (3-5); On-Track Science(5); and writing (K-5).

Baseline, Mid-Year, and End of Year data is analyzed by strand, student gender, race, SES, ESE, etc.

In addition to the three benchmark assessments:
All math chapter or unit tests are scored and forwarded to the CRT and Principal to review. Data is shared at the RtI Leadership meetings and strategies discussed if additional support is needed.

All reading theme/unit, and fluency results are also scored and analyzed by K-5 teachers and forwarded to the CRT and Principal to review. Data is shared at the RtI Leadership meetings and additional support is given as needed.

Describe the plan to train staff on MTSS.

At the beginning of the school year, teachers will review the RtI process and requirements. Teachers will be given the district's pacing and testing calendar to plan the curriculum accordingly. The Guidance Counselor, Curriculum Resource Teacher (CRT), and FCIM Coordinator will work with the Principal in providing additional staff training during faculty meetings and grade level FCIM meetings throughout the year. The FCIM Leadership Team will also help facilitate implementation through reviewing test data with the principal.

In addition, information regarding new research based strategies and available materials will be shared throughout the school year to ensure students' needs are addressed in a timely and effective manner.

Describe the plan to support MTSS.

Ongoing support by the FCIM Facilitator, CRT, School Counselor, and Principal will be given to teachers. Monthly meetings will be held to review the data and discuss ideas and give suggestions for implementation. Review of procedures will be done as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team (LLT) consists of the school's Leadership Team (Principal, Curriculum Resource Teacher, School Counselor, Behavior Resource Teacher), the FCIM Facilitator and one representative from each grade level/team.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT functions in a variety of ways. The FCIM Leadership Team meets monthly as described previously to review student data and progress towards benchmark mastery. In addition, the FCIM Facilitator meets with teachers and/or grade levels to review progress towards interventions implemented on targeted students and together brainstorm strategies to continue or change. Resources are also discussed and revised as needed.

Another function of the LLT group is to discuss literacy concerns across the grade levels through the School Improvement committee meetings to ensure a school inititives are implemented.

What will be the major initiatives of the LLT this year?

Monthly meetings to review, discuss, and monitor progress of students receiving additional support through: RtI, implementation of FCRR, Carbo Reading, and other research based strategies to help at-risk readers. Additional initiatives include implementation of literacy work stations, professional development in the Common Core Sunshine Standards, use of informational text, and writing across the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as

applicable.

> The district office has personnel who work with the VPK program and feeder day care centers in Alachua County.
>
> Each April, 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 and newsletters home. The school holds an afternoon session where parents can fill out necessary paperwork to enroll their child, meet some of the school staff, ask questions concerning the transition to elementary school, and their children experience "kindergarten" with our teachers through story time, songs and hands-on activities. Parents are given informational handouts and a learning mat to help prepare their children with skills essential for school success. 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 may contact the Curriculum Resource Teacher (CRT), School Counselor, or Principal.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the end of the school year, 2012-2013, the number of students scoring at achievement level 3 in grades 3-5 as measured by the reading portion of the 2012 FCAT 2.0 will be 36% (95).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (66) of students in grades 3-5 scored at achievement level 3 as measured by the reading portion of the 2012 FCAT 2.0.	36% (95) of students in grades 3-5 will score at achievement level 3 as measured by the reading portion of the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Next Generation Standards (NGSSS)/Common Core State Standards (CCSS) not mastered or targeted in previous grade levels due to transition years are not addressed in current grade level.	Realign assessment pieces of reading series with targeted skills and NGSSS to ensure mastery of standards.	Curriculum Resource Teacher (CRT) and district reading personnel	Scope and sequence pacing chart realigned to NGSSS. Monitoring of basal and FAIR assessments.	Basal tests, FAIR
2	Differentiated instruction not provided daily to promote individualized student growth due to time restraints.	Weekly small group instruction based on specific student needs with teacher.	Principal, CRT, Teachers	Teachers will use data from informal and formal assessments to reteach, review, enrich student's needs.	Lesson plans, curriculum based assessments, benchmark assessments, FAIR
3	Attendance, tardies, early check-out from school.	Refer unresolved excessive absence cases to Truant Officer following School Board policies and procedures. Encourage school attendance with positive behavior supports.	Principal, Behavioral Resource Teacher (BRT), Teachers	Monitor attendance and early check-outs regularly.	Attendance reports, check-out monitoring system.
4	Lack of student engagement/student motivation.	Kagan structures, folables and other high-yield teaching strategies built into lessons.	Principal, CRT, District Curriculum Staff, Teachers	Classroom walk throughs, student assessment scores.	Lesson plans, curriculum based assessments, student journals/notebooks.
5	Lack of small group instructional time.	Classroom and intervention teachers will plan for Tier 2 and Tier 3 small group instruction in their classrooms regularly.	Principal, CRT, District Literacy Coaches, Teachers	Classroom walk throughs, lesson plans, RtI documentation	Lesson plans, curriculum based assessments, RtI documentation.
6	Lack of parental involvement.	Host parent workshops to help parents know how to work with their children at home.	Principal, CRT, School Counselor, Title I Lead Teacher, Classroom teachers	Attendance at parent workshops, attendance at Annual Meeting, daily communication with parents by classroom teachers.	Sign in sheets and evaluations from parent workshops and Annual meeting.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the end of the school year, 2012-2013, the number of students in grades 3-5 scoring at or above achievement level 4 as measured by the reading portion of the 2013 FCAT 2.0 will be 43% (114).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (84) of students in grades 3-5 scored at or above achievement level 4 as measured by the reading portion of the 2012 FCAT 2.0.	43% (114) of students in grades 3-5 will score at or above achievement level 4 as measured by the reading portion of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase level of higher order thinking strategies regardless of their instructional level.	Use of Kagan Structures and other high yield teaching strategies, teachers increase frequency of higher order questioning opportunities, increase of students justifying their responses to questions, increased rigor of literacy work stations.	Principal, CRT, FCIM Facilitator, Teachers.	Observation through classroom walk-throughs, lesson plan development and implementation, literacy work stations.	Lesson plans, Classroom walk through data, teacher observation.
2	Students not taught on instructional level.	Group students based on placement assessments and teacher input.	Principal, CRT, Classroom Teachers.	On going monitoring of curriculum based assessments, fluency criteria based on instructional level, FAIR data.	Curriculum based assessments, benchmark assessments, and FAIR
3	Students need to increase higher order thinking in reading.	Increase "read and respond" question(s) with or instead of AR.	Reading Teachers	Increase of higher order responses by students.	Students' reports.
	Wide range of abilities in each classroom.	Implement Literacy Work Stations in all classes to meet the instructional	Principal, CRT, District Literacy Coaches,	Lesson plans, classroom walk throughs, classroom observations.	Curriculum based assessments, benchmark

4		needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	Teachers.		assessments, and FAIR.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of the school year, 2012-2013, the number of students in grades 3-5 making learning gains as measured by the reading portion of the 2013 FCAT 2.0 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (107) of students in grades 3-5 made learning gains as measured by the reading portion of the 2012 FCAT 2.0.	65% (172) of students in grades 3-5 will make learning gains as measured by the reading portion of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, tardies, student mobility, decrease of parental involvement in PI activities, needs of at-risk student/ neighborhoods.	Monitoring of attendance/tardy concerns with on-going assistance with district truancy officer; grade level newsletters highlighting PI activities and the benefits for their grade level; work with Black on Black Task Force to assist bringing SES tutoring to at-risk neighborhoods.	Teachers, Title 1 Home-School Contact, Principal	Decrease in absences and tardies by ten percent. Increase of parental involvement by ten percent.	Title 1 sign in sheets, attendance and tardy records.
	Students with more than two moves from grades K through current grade	Closer monitoring of NGSSS mastery through FCIM meetings, RtI model	Teachers, FCIM and RtI Leadership Team.	Demonstration of increases towards mastery of NGSSS.	FAIR, Basal assessments.

2	having gaps in learning.	and/or grade level focus groups. Implementation of tutorials, pull outs, technology and other resources to increase reading skills.			
3	Students do not relate the NGSSS to real life situations.	Incorporate focus questions and discussion of how lessons taught are used in everyday life or jobs. Career Week guest speakers will discuss how reading skills are applicable to their occupation.	Reading Teachers and Guidance Counselor	Focus question or discussion held daily as recap of day's lessons. Career Week with guest speakers completed by June 2013.	Focus question and relationship to real world usage on classroom board, lesson planning, class chart, etc.
4	Attendance, Tardies, and Mobility	Students who scored levels 1 and 2 will receive Tier 2 and/or Tier 3 instruction.	Principal, CRT, CIMS Facilitator, Title I Tutors,Classroom teachers	FCIM data meetings, Title I small group documentation, ongoing progress monitoring.	On-going Progress Monitoring, Benchmark Assessments, FAIR, FCAT, Core Curriculum Assessments (FCAT weekly tests and/or Unit tests)
5	Student behavior and time on task	Continuation of Positive Behavior Support and individual behavior plans, as appropriate	Principal, BRT, School Counselor, PBS Team, Teachers	PBS Team meetings, data review, monitoring of individual behavior plans.	Discipline Data
6	Wide range of ability levels in each classroom.	Implement Literacy Work Stations in all classes to meet the instructional needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	Principal, CRT, CIMS Facilitator, District Curriculum Specialist, Classroom Teachers	Classroom Walk Throughs, Lesson plan reviews, evidence of literacy work stations, classroom observations, data review	Benchmark Assessments, Core Curriculum assessments (FCAT Weekly tests, unit tests), FAIR, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	By the end of the school year, 2012-2013, the number of students in the lowest 25% as measured by the reading

Reading Goal #4:			portion of the 2013 FCAT 2.0 will increase by 6% to 65% (42).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
59% (26) of the lowest 25% made learning gains as measured by the reading portion of the 2012 FCAT 2.0.			65% (42) of the lowest 25% will make learning gains as measured by the reading portion of the 2013 FCAT 2.0.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, tardies, lack of parent involvement, mobility (more than two schools since kindergarten) result in gaps in students' learning.	Increase monitoring and interventions for frequent absences and tardies, work with district truant officer, access data for new students to monitor mastery of previously taught NGSSS, increase grade level FCIM groupings.	Teachers, Behavioral Resource Teacher (BRT), Curriculum Resource Teacher (CRT), Title 1 Lead Teacher and FCIM Leadership Team.	FCIM, Grade level meetings RtI	FAIR, Basal Assessments
2	Students in the lowest quartile are not demonstrating the necessary growth on FCAT.	Students will meet with reading teacher during the 90 minutes reading block for small group differentiated instruction. Targeted students will also receive a double dose of reading to work on targeted skills.	Principal, CRT, FCIM Facilitator, Reading teachers	Weekly monitoring of students' growth and adjustment to instruction to increase mastery and maintenance of skills.	RtI, Google Docs, Research based strategies
3	Students need to hear quality reading of stories to assist with fluency.	Use of Carbo and listening materials of stories.	Reading Teachers	Students' fluency and vocabulary increases.	Teacher assessments.
4	Lack of support outside of school	After-school tutoring and/or homework help	Principal, CRT, CIMS Facilitator, Title I tutors, Teachers hired for After-school tutoring.	Data Meetings, Title I small group documentation, pre- and post- assessment	On-going progress monitoring, FAIR, Benchmark Assessments, FCAT, Pre- and Post-assessment data.
5	Attendance and Tardies	Students in the lowest 25% will receive Tier 2 and/or Tier 3 instruction in reading.	Principal, CRT, CIMS Facilitor, Classroom Teachers, Title I Tutors	Data Meetings, Title I small group documentation, ongoing progress monitoring	On-going progress monitoring, FAIR, Benchmark Assessments, FCAT, Core Curriculum Assessments (FCAT weekly assessments, unit assessments)
6	Student Behavior	Continuation of Positive Behavior Support and individual behavior plans as needed.	Principal, BRT, School Counselor, Teachers.	PBS Team Meetings and data review.	Discipline Data
7	Students with identified academic deficits	Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews ongoing progress monitoring data; CIMS data chats occur monthly.	Principal, CRT, School Counselor, School Psychologist, BRT, FCIM Facilitator, Teachers	Intervention data will be continually monitored and reviewed.	Intervention data, Google Docs, On-going progress monitoring, FAIR, Benchmark assessments, FCAT, Core Curriculum Assessments.
	Students with identified	Hold Educational Planning	Principal, CRT,	Intervention data will be	Intervention data,

		academic deficits	Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews ongoing progress monitoring data; CIMS data chats occur monthly.	School Counselor, School Psychologist, BRT, FCIM Facilitator, Teachers	continually monitored and reviewed.	Google Docs, On-going progress monitoring, FAIR, Benchmark assessments, FCAT, Core Curriculum Assessments.
8						

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years, Norton will reduce the achievement gap in reading by 50%. 5A :					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	76	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By the end of the school year, 2012-2013, the number of students in each subgroup NOT making satisfactory progress in reading will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups: Asian: 63% (5) did NOT make satisfactory progress in reading Black: 72% (57) did NOT make satisfactory progress in reading Hispanic: 38% (8) did NOT make satisfactory progress in reading White: 22% (29) did NOT make satisfactory progress in reading	Student subgroups: Asian: 47% (3) will make satisfactory progress in reading Black: 38% (35) will make satisfactory progress in reading Hispanic: 72% (16) will make satisfactory progress in reading White: 88% (110) will make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, tardies, lack of parent involvement, mobility (more than two schools since kindergarten) result in gaps in students' background knowledge.	Students continue to build on unmastered skills using the RtI model. Frequent monitoring of growth and need for more intense services addressed.Work with attendance officer as needed.	Reading teacher, FCIM Leadership Team	FCIM Leadership Team monitors progress of targeted students, reading teachers address areas through differentiated instruction.	Formal and informal assessments
2	Students do not have the background knowledge and/or vocabulary needed to fully comprehend FCAT text.	Teachers will increase background knowledge through the use of Kagan strategies, increase of oral discussion focusing on targeted vocabulary/settings, differentiated instruction, and technology.	Principal, CRT, FCIM Facilitator, Teachers	Informal assessments used to plan differentiated instruction prior to formal assessments requiring mastery	Daily informal assessments, open ended questioning prior to formal assessments.
	Attendance and Tardies	Students who received a level 1 or 2 and are in	Principal, CRT, FCIM Facilitator,	Data Meetings, Grade level team planning	On-going progress monitoring, FAIR,

3		the ethnic sub-groups will receive Tier 2 and/or Tier 3 instruction.	Title I Teacher Tutors, Teachers	meetings, Title I small group documentation, on-going progress monitoring data..	Benchmark Assessments, FCAT
4	Student behavior	Continuation of Positive Behavior Support and individual behavior plans, as appropriate.	Principal, BRT, School Counselor, Teachers	PBS Team meetings and data review	Discipline Data
5	Wide range of instructional levels in each classroom	Implement Literacy Work Stations in all classes to meet the instructional needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	Principal, CRT, CIMS Facilitator, District Curriculum Specialist, Classroom Teachers	Classroom Walk Throughs, Lesson plan review, evidence of literacy work stations, classroom observations, data review	Benchmark Assessments, Core Curriculum Assessments (FCAT Weekly tests, Unit tests), FAIR, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By the end of the school year, 2012-2013, the number of students in the students with disabilities subgroup not making satisfactory progress in reading will decrease by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (37) of students in the students with disabilities subgroup did not make satisfactory progress in reading as measured by the reading portion of the 2012 FCAT 2.0.	29% of students in the students with disabilities subgroup will make satisfactory progress in reading as measured by the reading portion of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' instructional level is more than one year below grade level making it difficult to read and comprehend grade level text on FCAT.	Targeted students will receive intensive 90 minute reading taught by an ESE teacher or receive a double dose of reading to offer support to vocabulary and	Principal, CRT, FCIM Facilitator, ESE teachers, Classroom teachers	Basal test item analysis, FCAT 2012 information, and FAIR data will be used to define differentiated groupings for instruction.	Benchmark Assessments, Core Curriculum Assessments (FCAT Weekly tests, Unit tests), FAIR, FCAT

		comprehension development.			
2	Lack of student engagement/student motivation	Kagan Structures, foldables and other high-yield teaching strategies built into lessons.	Principal, CRT, District Curriculum Staff, Teachers	Classroom walk throughs, student assessment scores.	lesson plans, curriculum based assessements, student journals/notebooks.
3	Wide range of abilities in each classroom.	Implement Literacy Work Stations in all classes to meet the instructional needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	Principal, CRT, District Literacy Coaches, Teachers	Lesson plans, classroom walk throughs, classroom observations	Curriculum based assessments, benchmark assessments, FAIR.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By the end of the school year, 2012-2013, the number of students in the economically disadvantaged subgroup NOT making satisfactory progress in reading will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (80) of students in the Economically Disadvantaged did NOT make satisfactory progress in reading as measured by the reading portion of the 2012 FCAT 2.0.	49% of students in the Economically Disadvantaged will make satisfactory progress in reading as measured by the reading portion of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance, mobility from kindergarten to current school grade, lack of parent involvement.	Involvement of district attendance officer in assisting with absences and tardies; monthly meetings to discuss student progress and strategies to assist in bridging gaps in learning; work with district to provide transportation to at least one school function and provide at least two workshops in at risk neighborhood for parents and their children.	Principal, Title 1 Lead Teacher, Behavioral Resource Teacher (BRT)	Monitoring of attendance, tardies, parent involvement at workshops and conferences	Decrease of unexcused absences/tardies. Documentation of workshops and conferences.
2	Students need additional support with building background knowledge, additional time to practice skills taught.	SES tutoring offered to students; targeted students receive additional assistance through double dose reading	SES Coordinator, Title 1 teachers, ESE teachers	Students receive SES tutoring forms; monitoring of targeted students' progression following FCIM and RtI models.	Documentation of SES forms sent to families, targeted students receive Tier 2 of RtI model.
3	Student behavior and time on task	Continuation of Positive Behavior Support and individual behavior plans, as appropriate.	Principal, BRT, School Counselor, PBS Team, Teachers	PBS Team meetings, data review, monitoring of individual behavior plans.	Discipline Data
4	Lack of parent involvement and support outside of school.	Host parent workshops to help parents know how to work with their children at home.	Principal, CRT, School Counselor, Title I Lead Teacher, classroom teachers	Attendance at parent workshops, attendance at Annual Meeting, daily communication with parents by classroom teachers.	Sign-in sheets and evaluations from parent workshops and annual meeting, volunteer records, parent teacher communication logs.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Informational Text: Structures and Strategies	K-5, reading	Principal, CRT, District Curriculum Specialist	School-wide	October to March 1 time per month	Implementation of a structure or strategy learned in the workshop	Principal, CRT
Literacy Work Stations	K-5, reading	Principal, CRT, District Reading Coaches	School-wide	November 2012	Planning and implementation of literacy work stations	Principal, CRT
Lesson Study	K-5, reading	Principal, CRT, Team Leaders	School-wide	January 2013 to May 2013	Documentation of lesson study on district format	Principal, CREATE contact
Kagan Structure of the Month	K-5, all	Principal, District Curriculum Specialist	School-wide	August 2012 to June 2013	Observation of Kagan structures utilized in classrooms	Principal
Understanding students with Autism	K-5, all	Principal, CRT, School Counselor, BRT, district ESE staff	PLC (optional)	November 2012 to January 2013	Narratives of resources used with students	Principal, CRT, BRT
Book study/PLC on Guided Reading Groups and/or Literacy Work Stations	K-5, reading	Principal, CRT,	School-wide	January 2013 to May 2013	Documentation of PLC and/or PD through True North Logic, documented follow-up as determined by PLC leader	Principal, CREATE contact
Incorporating technology into the curriculum.	K-5, all	Principal, District Technology Coach	School-wide, some optional trainings, some individual trainings	August 2012 to June 2013	Implementation of technology shown in lesson plans, classroom walk through	Principal
FCIM Team meetings	K-5, all	FCIM Facilitator, CRT	School-wide	August 2012 to June 2013 monthly with grade level teams and/or individual teachers	Data notebooks, meeting notes, data driven decision making	Principal, CRT, FCIM Facilitator
Effectively working with parents	K-5, all	Principal, FCIM Facilitator	School-wide	December 2012-March 2013	Parent conference notes	Principal, FCIM Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate intervention materials and district basal program to assist students in mastering benchmarks	Leveled readers, district basal curriculum (workbooks, intervention kits, etc), decodable readers	Title I	$2,500.00
After-school tutoring for targeted students	Materials to address the components of FCAT and/or FAIR and/or benchmarks.	Title I	$1,500.00
			Subtotal: $4,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Incorporate technology into reading curriculum	AR, SmartBoard training, Smart Response systems,	Title I; Media funds; district budget	$7,000.00
		Subtotal:	$7,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Kagan Structures/Structure of the Month	Materials and supplies to implement Kagan Structures with faculty.	Title I; district funds	$1,000.00
Understanding Autism in the classroom	Stipends for teachers, materials, book to be used as PLC	Title I	$5,000.00
Use of informational texts in reading; incorporation of Kagan structures, foldables and high yield teaching strategies.	Books will be Kagan's Balanced Literacy and Dinah Zike's Foldable Strategies for Comprehending and Interacting with Informational Text	Title I; CREATE	$4,000.00
Increase parental involvement	Teachers Guide to Working with Parents to be used by teachers	Title I	$600.00
		Subtotal:	$10,600.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide personnel for double dose reading instruction and engagement paraprofessional.	Targeted students receive additional support in reading	Title I	$115,000.00
		Subtotal:	$115,000.00
		Grand Total:	$136,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	95% of ELL students will score proficient in listening/speaking as measured by CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

83% (5) of ELL students scored proficient in listening/speaking as measured by the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge/vocabulary	Utilize vocabulary building activities in all subject areas. Use leveled readers to increase vocabulary and build background knowledge	Principal, CRT, Classroom teachers	Lesson plans, work walls, student journals	Curriculum based assessments, benchmark assessments, CELLA
	Lack of ESOL certified teachers at al l grade levels.	ACPS provides training at for all teachers interested in pursuing ESOL certification. Administrator will review the availability of these	Principal	Principal and Personnel will monitor the number of ESOL endorsed teachers at the school	Certification Reports

2		certification classes at a faculty meeting. Additionally, administrators will make every effort to place ELL students in a class with an ESOL endorsed teacher.			
3	Varied levels of English Proficiency amongst ELL students	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	Principal, CRT	School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	95% of ELL students will score proficient in reading as measured by CELLA.

2012 Current Percent of Students Proficient in reading:

83% (5) of ELL students scored proficient in reading as measured by the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of ESOL certified teachers at all grade levels.	ACPS provides training at for all teachers interested in pursuing ESOL certification. Administrator will review the availability of these certification classes at a faculty meeting. Additionally, administrators will make every effort to place ELL students in a class with an ESOL endorsed teacher.	Principal, Personnel	Principal and Personnel will monitor the number of ESOL endorsed teachers at the school	Certification report
2	Diversity amongst the native languages of ELL students	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition	Principal, CRT	School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	CELLA
3	Lack of background knowledge/lack of vocabulary.	Utilize vocabulary building activities in all subject areas. Use leveled readers to increase vocabulary and build background knowledge	Principal, CRT, Classroom Teachers	Lesson plans, work walls, student journals	Curriculum based assessments, benchmark assessments, CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	95% of ELL students will score proficient in writing as measured by CELLA.

2012 Current Percent of Students Proficient in writing:

83% (5) of ELL students scored proficient as measured by the 2012 CELLA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of ESOL certified teachers at al l grade levels.	ACPS provides training at for all teachers interested in pursuing ESOL certification. Administrator will review the availability of these certification classes at a faculty meeting. Additionally, administrators will make every effort to place ELL students in a class with an ESOL endorsed teacher.	Principal, Personnel	Principal and Personnel will monitor the number of ESOL endorsed teachers at the school	Certification reports
2	Varied levels of English Proficiency amongst ELL students	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	Principal	School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	CELLA
3	Varied levels of English Proficiency amongst ELL students	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	Principal	School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Language Dictionaries	Dictionaries for ELL students to use in classrooms	District	$150.00
			Subtotal: $150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CELLA training for teachers who need to administer CELLA	Substitutes for teachers to attend training, if needed.	District	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $450.00

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By the end of the school year, 2012-2013, the number of students in grades 3-5 scoring at Achievement Level 3 as measured by the math portion of the 2013 FCAT 2.0 will be 35% (92).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (63) of students in grades 3-5 scored at Achievement Level 3 as measured by the math portion of the 2012 FCAT 2.0.	35% (92) of students in grades 3-5 will score at Achievement Level 3 as measured by the math portion of the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students understanding relevance of math standards to real world situations.	Brainstorming of real world application to mathematical concepts taught. Incorporate Career Week activities to show students direct relationship to concepts learned and real world occupations.	Principal, CRT, Classroom Teachers	Student generated math charts or lists in journals showing correlation.	Chart or lists by students observed by math teacher.
2	Lack of prior knowledge	Daily use of Everyday Counts, Calendar Math.	Principal, CRT, Classroom Teachers	Classroom observation of Calendar Math, evidence of Calendar Math in lesson plans.	Curriculum Based Asssessments, Benchmark assessments, FCAT.
3	Lack of student engagement/student motivation	Kagan Structures, foldables and other high-yield strategies build into lessons.	Principal, CRT, District Curriculum Staff, Teachers	Classroom walk throughs, student assessment scores.	Lesson plans, curriculum based assessments, FCAT
4	Wide range of abilities in each classroom.	Implement small group instruction for students struggling with math concepts; Tier 2 and Tier 3 instruction, as needed.	Principal, CRT, Classroom Teahers, Title I Teacher Tutor, FCIM Facilitator	Classroom walk throughs, lesson plans showing small groups/tiered instruction, FCIM meeting minutes.	Curriculum based assessments, benchmark assessments, FCAT.
5	Wide range of abilities in each classroom.	Implement small group instruction for students struggling with math concepts; Tier 2 and Tier 3 instruction, as needed.	Principal, CRT, Classroom Teahers, Title I Teacher Tutor, FCIM Facilitator	Classroom walk throughs, lesson plans showing small groups/tiered instruction, FCIM meeting minutes.	Curriculum based assessments, benchmark assessments, FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the end of the school year, 2012-2013, the number of students in grades 3-5 scoring at or above Achievement Level 4 will be 41% (107).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (79) of students in grades 3-5 scored at or above Achievement Level 3 as measured by the math portion of the 2012 FCAT 2.0.	41% (107) of students in grades 3-5 scored at or above Achievement Level 3 as measured by the math portion of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase level of higher order thinking strategies regardless of their instructional level.	Kagan structures, teachers increase frequency of higher order questioning opportunities increase of students justifying their responses to questions and focusing on the process to solve multi step word problems.	Principal, CRT, District Curriculum Specialist, Classroom teachers	Observation through classroom walk throughs and evident in lesson plan development and implementation.	Curriculum based assessments, benchmark assessments, FCAT.
2	Students not taught on instructional level.	Differentiated instruction in math classes.	Principal, CRT, Classroom Teachers, Title I Teacher Tutor	Classroom walk throughs, lesson plans showing evidence of differentiation.	Curriculum based assessments, benchmark assessments, FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the end of the school year, 2012-2013, the number of students in grade 3-5 making learning gains as measured by the math portion of the 2013 FCAT 2.0 will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (91) of students in grades 3-5 made learning gains in mathematics as measured by the math portion of the 2012 FCAT 2.0.	61% (160) of students in grades 3-5 will make learning gains in mathematics as measured by the math portion of the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Student attendance, mobility (more than one move since kindergarten) and transition to new NGSSS create gaps in students' learning.	Work closely with district truancy officer, work with RtI Leadership Team to assist students with learning gaps.	Principal, CRT, BRT, School Counselor, District Truancy Officer, FCIM Facilitator.	Monitoring of student absences/tardies and grades. RtI monitoring, FCIM meeting minutes.	Attendance reports, Curriculum based assessments, benchmark assessments, FCAT
2	Students do not see relationship of the NGSSS to real life situations.	Teachers and students will brainstorm how concepts are used in everyday life and different occupations. Incorporate a variety of technology clips to show relationship of concepts to real world application.	Principal, CRT, Classroom Teachers	Focus questions and discussion held daily as recap of day's lesson.	Classroom walk throughs, Lesson plans, curriculum based assessments, benchmark assessments, FCAT
3	Students continue to have difficulty with basic computation skills.	Students will practice basic skills using a variety of technology. Flash Masters, manipulatives, etc.	Principal, CRT, Classroom teachers, Title I Teacher Tutors	Increase of accuracy on basic computation skills.	Monitoring of program used and success rate.
4	Attendance, Tardies and Mobility; Students not being taught at their instructional level.	Students who scored a level 1 or 2 will receive Tier 2 and/or Tier 3 instruction.	Principal, CRT, FCIM Facilitator, Classroom teachers, Title I Teacher Tutors.	Lesson plans, FCIM meeting minutes, Title I small group documentation.	Curriculum based assessments, benchmark assessments, FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the end of the school year, 2012-2013, the number of students in the lowest 25% will make learning gains as measured by the math portion of the 2013 FCAT 2.0 will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (18) of the lowest 25% made learning gains in mathematics as measured by the math portion of the 2012 FCAT 2.0.	51% (33) of the lowest 25% will make learning gains in mathematics as measured by the math portion of the 2013 FCAT 2.0.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Attendance, tardies, lack of parent involvement, mobility (more than two schools since kindergarten) result in gaps in students' learning.</td><td>Increase monitoring and interventions for frequent absences and tardies, work with district truant officer, access data for new students to monitor mastery of previously taught NGSSS increase grade level FCIM groupings.</td><td>Principal, CRT, BRT, School Counselor, District Truancy Officer, FCIM Facilitator, Title I Teacher Tutors</td><td>FCIM, Grade level meetings, RtI, classroom observatins, lesson plans</td><td>Attendance reports, FCIM meeting minutes, curriculum based assessments, benchmark assessments, FCAT</td></tr>
<tr><td>2</td><td>Students starting below grade level.</td><td>Teachers will increase differentiated instruction based on pre assessments. Targeted students may receive a double dose or intense instruction through ESE, Title 1, before or after school tutoring, or computer practice.</td><td>Principal, CRT, Classroom Teachers, ESE Teachers, Title I Teacher Tutors, FCIM Facilitator</td><td>On-going progress monitoring, lesson plans, IEPs and RtI paperwork.</td><td>Curriculum based assessments, benchmark assessments, FCAT, RtI paperwork, Google Docs.</td></tr>
<tr><td>3</td><td>Students' instructional level is more than one year below grade level making it difficult to master grade level text on FCAT.</td><td>Students continue to build on unmastered skills using the RtI model. Frequent monitoring of growth and need for more intense services addressed.</td><td>RtI Leadership Team and math teachers</td><td>RtI Leadership Team members and math teachers meet monthly to address concerns. Input from district school psychologist shared.</td><td>Documentation of RtI meetings and student cases.</td></tr>
<tr><td>4</td><td>Lack of support outside of school.</td><td>After-school tutoring offered to students who previously scored a level 1 or 2 in math.</td><td>Principal, CRT, After-school tutors</td><td>After-school tutoring documentation (attendance, lesson plans).</td><td>Curriculum based assessments, benchmark assessments, FCAT, tutoring documentation.</td></tr>
</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In six years, Norton will reduce the achievement gap in math by 50%
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	65	69	72	76	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By the end of the school year, 2012-2013, the number of students in each subgroup NOT making satisfactory progress in math will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups: Asian: 50% (4) did NOT make satisfactory progress in math Black: 78% (62) did NOT make satisfactory progress in math Hispanic: 33% (7) did NOT make satisfactory progress in math White: 25% (33) did NOT make satisfactory progress in math	Student subgroups: Asian: 60% (4) will make satisfactory progress in math Black: 32% (30) will make satisfactory progress in math Hispanic: 77% (18) will make satisfactory progress in math White: 85% (106) will make satisfactory progress in math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, tardies, lack of parent involvement, mobility (more than two schools since kindergarten) result in gaps in students' prior mathematical knowledge.	Students continue to build on unmastered skills using the RtI model. Frequent monitoring of growth and need for more intense services addressed. Work with attendance officer as needed.	Math teacher, FCIM and RtI Leadership Team	FCIM and RtI Leadership Teams monitor progress of targeted students, math teachers address areas through differentiated instruction.	Formal and informal assessments
2	Students do not have the background knowledge needed to fully comprehend the problem solving situations presented on the FCAT.	Teachers will increase background knowledge through the use of: Kagan structures; Oral discussion to relate situations to real life; Provide differentiated instruction; Provide practice through technology and hands-on investigations.	Principal, CRT, FCIM Facilitator, Classroom Teachers, ESE teachers, Title I Teacher Tutors	Informal assessments used to plan differentiated instruction prior to formal assessments requiring mastery.	Daily informal assessments, open ended questions.
3	Students need additional support with building prior knowledge and to practice skills taught.	Targeted students receive additional or intense services through Title 1, ESE, or tutorials.	Principal, CRT, FCIM Facilitator, Title I Teacher Tutor, ESE teachers.	Monitoring of targeted students' progression following FCIM and RtI models.	Title I tutoring documentation, Curriculum based assessments, benchmark assessments, FCAT.
4	Student behavior	Continuation of Positive Behavior Support and individual behavior plans, as appropriate.	Principal, BRT, PBS Team, School Counselor.	PBS team meetings and data review.	Behavior data
5	Students not being taught at instructional levels.	Students below level receive Tier 2 and/or Tier 3 instruction.	Principal, CRT, School Counselor, Classroom Teachers, ESE teachers, Title I teacher tutors,	Classroom walk throughs, lesson plans showing evidence of differentiation, FCIM meeting documentation.	Curriculum based assessments, benchmark assessments, FCAT, Title I tutoring

| | | | FCIM Facilitator | | documentation. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By the end of the school year, 2012-2013, the number of students with disabilities not making satisfactory progress in mathematics as measured by the math portion of the 2013 FCAT 2.0 will decrease by 10%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (36) of students with disabilities did NOT make satisfactory progress in mathematics as measured by the math portion of the 2012 FCAT 2.0.	26% of students with disabilities will make satisfactory progress in mathematics as measured by the math portion of the 2013 FCAT 2.0.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' instructional level is more than one year below grade level making it difficult to solve mathematical problems or the readability level on the test in not on their independent level.	Targeted students will receive intensive math interventions through classroom small group differentiated instruction, FCIM grade level regrouping, ESE services, and/or Title 1 double dose resource.	Principal, CRT, Classroom teachers, ESE teachers, Title I teacher tutors, FCIM Facilitator	Title I tutoring documentation, RtI paperwork, classroom observations, lesson plans.	Curriculum based assessments, benchmark assessments, FCAT, Title I tutoring documentation, IEPs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By the end of the school year, 2012-2013, the number of students in the economically disadvantaged sub-group not making satisfactory progress in mathematics as measured by the math portion of the 2013 FCAT 2.0 will decrease by 10%.

2012 Current Level of Performance:	2013 Expected Level of Performance:

	62% (81) of economically disadvantaged students did not make satisfactory progress in mathematics as measured by the math portion of the 2012 FCAT 2.0.	48% of economically disadvantaged students will make satisfactory progress in mathematics as measured by the math portion of the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance, mobility from kindergarten to current school grade, lack of parent involvement.	Involvement of district attendance officer in assisting with absences and tardies; monthly meetings to discuss student progress and strategies to assist in bridging the gaps in learning; work with district to provide transportation to at least one school function and provide at least two workshops in at-risk neighborhood for parents and their children.	Principal, BRT, District Truancy Officer	Monitoring of attendance, tardies, parent involvement at workshops and conferences.	Attendance reports
2	Lack of prior knowledge	Students who received a Level 1 or 2 and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction	Principal, CRT, FCIM Facilitator, Classroom Teachers, Title I Tutors	Data meetings, Grade level planning meetings, classroom data/lesson plans	Curriculum based assessments, benchmark assessments, FCAT

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	K-5, All	Principal, CRT, Team Leaders	School-wide	During the school day and/or after the school day throughout the school year	Lesson study documentation	Principal, CREATE Contact
CIMS meetings - data dashboard, data analysis, discussions, planning, pacing guides, resources available	K-5,All	Principal, CRT, FCIM Facilitator	School-wide	Monthly FCIM meetings with grade levels and/or individual teachers.	Data notebooks, data driven decision making, regular follow-up activities in meetings	Principal, FCIM Facilitator
Everyday Counts, Calendar Math training	K-5, Math	District Math Coordinator	Teachers new to district/Calendar Math	August 2012	Implementation of Calendar Math in classrooms	Principal, CRT, District Math Coordinator

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Everyday Counts/ Calendar Math	Calendar Math kits for classrooms	Title I	$400.00
Instructional materials for Title I math tutoring and after-school tutoring.	Math materials for small group instruction.	Title I	$2,000.00
			Subtotal: $2,400.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Reflex Math	Instructional technology for student use.	District	$2,500.00
SmartBoards/Smart Response systems	Use of SmartBoards and/or Smart Response systsems	Title I, District, School funds	$5,000.00
			Subtotal: $7,500.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Debbie Diller – Math Stations that Work Stations, Independent Learning You Can Count On	K-5, ESE and Title 1 teachers will participate in a PLC for implementation of Math Stations	Title I	$1,500.00
Lesson Study	Teachers will participate in lesson study, substitutes for participation.	School	$2,500.00
			Subtotal: $4,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
After-school tutoring	Teachers will be hired to provide after-school tutoring in math	Title I	$4,000.00
Title I Teacher Tutor	Teacher tutor will provide tutoring to students in grades 3-5 during the school day	Title I	$40,000.00
			Subtotal: $44,000.00
			Grand Total: $57,900.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the end of the school year, 2012-2013, the number of students in grade 5 scoring at achievement level 3 as measured by the science portion of the 2013 FCAT will be 41% (35).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (27) of students in grade 5 scored at Achievement Level 3 in science as measured by the science portion of the 2012 FCAT.	41% (35) of students in grade 5 will score at Achievement Level 3 in science as measured by the science portion of the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are below proficiency in the strands of science	Increase guided hands-on experiments following the NGSSS	Principal, CRT, FCIM Facilitator, Classroom	Progress monitoring and teacher observation.	Benchmark Test and FCAT test scores.

| | | criteria due to lack of background knowledge and exposure. | standards. Use of higher order thinking to assist students with active investigation strategies. | Teachers, AIMS Lab Teacher | | |

1		criteria due to lack of background knowledge and exposure.	standards. Use of higher order thinking to assist students with active investigation strategies.	Teachers, AIMS Lab Teacher		
2		Classroom prep to increase hands on experiments.	Students will attend the AIMS lab at least once every six days to build onto their regular class lessons.	Principal, AIMS Teacher, Science teachers	Increase in Science achievement.	Benchmark Test and FCAT test scores.
3		Students lack of science vocabulary and application.	School wide science vocabulary introduced on morning news. Teachers will incorporate word into weekly discussions. Continued implementation of district-wide basal "National Geographic Science".	Principal, CRT, Classroom Teachers, Gifted teachers.	Exposure to science vocabulary words each month. Teachers will follow the district provided pacing guide.	Science Unit, Benchmark and On Track assessments.
4		Lack of prior knowledge	Implementation of National Geographic Science core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect	Principal, CRT, FCIM Facilitator, Classroom teachers, AIMS lab teacher	Continue to build background knowledge through exposure to science.	Science Unit, Benchmark and OnTrack Assessments, FCAT.
5		Lack of motivation and engagement	Embed science instruction with technology (Discovery Education, BrainPop, NG Connect, etc.) and hands-on inquiry lessons	Principal, CRT, FCIM Facilitator, District Technology Coach, Teachers	Classroom walk throughs, lesson plans showing technology, Science journals/notebooks	Science Unit, Benchmark and OnTrack Assessments, FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of the school year, 2012-2013, the number of students scoring at or above achievement level 4 as measured by the science portion of the 2013 FCAT will be 32% (28).

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	22% (19) of students in grade 5 scored at or above Achievement Level 5 in science as measured by the science portion of the 2012 FCAT.		32% (28) of students in grade 5 scored at or above Achievement Level 5 in science as measured by the science portion of the 2013 FCAT.	

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional time to explore the scientific process and increase higher order processing skills.	Increase of hands on experiments through classroom and AIMS lab. Teachers will adhere to the district's suggested pacing guide.	Principal, CRT, FCIM Facilitator, Science teachers	Classroom walk throughs, lesson plans, student science journals/notebooks	On Track, basal assessments, and FCAT.
2	Increasing student engagement and practice.	Lessons have focus questions identified, students use Kagan structures to increase time on task and other research based strategies.	Principal, CRT, FCIM Facilitator, Science teachers	Classroom walk throughs, lesson plans.	Benchmark assessments, OnTrack and FCAT
3	Increase implementation of higher order thinking strategies to empower students to explore possible solutions and justify their answers.	Teachers will incorporate the new district's science program, "National Geographic" and increase the number of higher order thinking strategies per lesson.	Science Teachers, Curriculum Resource Teacher (CRT)	Chapter and unit assessments	National Geographic Science assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Informational Text: Structures and Strategies PLC	K-5, reading, science, social studies	Principal, CRT, District Curriculum Staff	School-wide	October 2012 to March 2013	Implement structures and strategies into instruction	Principal, CRT
CIMS meetings - data dashboard, data analysis, discussions, planning, pacing guides, resources available	K-5, All	Principal, CRT, FCIM Facilitator	School-wide	Monthly with grade level teams and/or individual teachers, as needed.	Data notebooks, data driven decision making, regular follow-up of activities in meetings	Principal, CRT, FCIM Facilitator
Lesson Study	K-5, All	Principal, CRT, Team Leaders	School-wide	Early release days and during the school day	Lesson Study documentation.	Principal, CRT, CREATE Contact
Implementation of Technology resources into science instruction	K-5, Science	Principal, CRT, District Technology Coach	Interested teachers	Early release days and/or teacher planning times	Implementation of science technology in lesson	Principal, CRT

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science equipment and supplies	Supplies to use in science inquiries	District science consumables fund and/or school funds	$1,500.00
		Subtotal:	$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Response systems to student responses and teacher data collection.	Students will use Smart Response Systems to respond to mini assessments. Teachers will receive instant data results for instructional purposes.	Title I	$3,000.00
		Subtotal:	$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Informational Texts: Structures and Strategies	Materials and supplies for workshop	Title I	$500.00
		Subtotal:	$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$5,000.00**

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the end of the school year, 2012-2013, the number of students in grade 4 that will score at or above a level 3 on the FCAT writing assessment will be 86% (63).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (64) of students in grade 4 scored at or above a level 3 in writing as measured by the 2012 FCAT Writing assessment.	86% (63) of students in grade 4 will score at or above a level 3 in writing as measured by the 2013 FCAT Writing assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student misunderstanding of writing expectations	Use of past DOE prompts for students to practice score and discuss strategies to improve pieces.	Principal, CRT, Teachers	Documentation of students' scoring activities in lesson plans	Informal teacher assessments and scored writing assessments
2	Students needing more background knowledge to respond to given prompts.	Kagan structures, CRISS, webbing, use of literature and other strategies to build background knowledge.	Principal, CRT, Teachers	Documentation in lesson plans.	Scored writing and informal teacher assessments.
3	Time to provide individual coaching and feedback to students.	Pair students to conference and score writing pieces, use of Kagan structures.	Principal, CRT, Teachers	Improved writing by students,	Students writing scores based on grade level rubrics.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Writing inservice	CRT and 4th grade team leader	District Staff	CRT, 4th grade team leader	October 2012	Train teachers at school site	Principal, CRT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District training	CRT and 4th grade team leader attend a district workshop on the new scoring requirements	District	$100.00
			Subtotal: $100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $100.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By the end of the school year, 2012-2013, the number of students with excessive absences and/or tardies will decrease. The number of students in average daily attendance will be maintained at 99.80%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance for the 2011-2012 school year was 99.79%.	The average daily attendance for the 2012-2013 school year will be 99.80%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

During the 2011-2012 school year, 20% (129) of students had 10 or more absences.	By the end of the school year, 2012-2013, 15% (90) of students will have 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-2012 school year, 28% (173) of students had 10 or more tardies.	By the end of the school year, 2012-2013, 20% (120) of students will have 10 or more tardies.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent support in ensuring their child is in school and on time.	Closely monitor tardies and absences, working with the district truancy officer, contact of parents when their child has unexcused absences or tardies, hold educational planning team meetings as necessary, participate in SARB hearings, as necessary.	Principal, BRT, District Truancy Officer, Teachers	Ten percent decrease in unexcused tardies and absences.	Attendance records
2	Student lack of motivation	Implement methods of positive behavior support to motivate students to get to school on time	Principal, BRT, PBS Team, Classroom teachers	Decrease in the number of tardies.	Attendance records

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Data Review, Review of procedures for truancy	K-5, All	Principal, BRT, Guidance Counselor	School-wide	August 2012-October 2012	Teachers implement procedures to monitor attendance data	Principal, BRT

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By the end of the school year, 2012-2013, there will be a five percent decrease in the number of In-School and Out-of-School Suspensions.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year, there were 28 In-School Suspensions with a total of 40 days of ISS.	There will be a decrease of five percent of in-school detentions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 school year, there were 28 In-School Suspensions.	There will be a decrease of five percent of in-school detentions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year, there were 32 Out-of-School Suspensions with a total of 73 days.	There will be a decrease of five percent of out of school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year, there were 32 Out-of-School Suspensions with a total of 73 days.	There will be a decrease of five percent of students suspended out of school.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Severe student behaviors require removal from the class and/or school.	Implement research based PBS, teach social skills and how to control anger appropriately.	Principal, BRT, School Counselor, PBS Team, Teachers	Decrease of student referrals.	Discipline reports
	Students do not come to school with the appropriate social skills.	Establish and implement a school-wide discipline model that is research based (PBS, Kagan Win Win) that includes a	Principal, BRT, School Counselor, PBS Team, Teachers	Decrease of formal referrals and suspensions	Discipline reports

| 2 | | common color code and teaching of appropriate behaviors. Formation of discipline committee to review progress and concerns. | | | |
| 3 | Students with high behavioral needs | Identify Tier 2 and Tier 3 students in the area of behavior and begin RtI process to include Educational Planning Team meetings, Individual Behavior Plans, as appropriate. Progress monitoring of discipline data | Principal, BRT, School Counselor, Teachers | Monitoring of individual behavior plans, decrease of student referrals | Discipline reports, individual behavior plans |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	K-5, All	Principal, BRT, PBS Team	School-wide	Monthly PBS Team meetings, Data Review at Faculty meetings	Staff survey of PBS, data monitoring	Principal, BRT

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support	Implement aspects of PBS, including celebrations, rewards, store, and more	School based funds, PTA, Title I, SAC	$4,000.00
		Subtotal: $4,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $4,000.00	

End of Suspension Goal(s)

Parent Involvement Goal(s)

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Strategies are identified to continue parent-school partnerships to increase student achievement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on the 2011-2012 climate survey, 100% of parents felt the school involves parents in helping students improve performance. One hundred percent of parents felt there were opportunities for them to be involved in their child's education.	At least 90% of parents will continue to respond positive in both areas on the 2012-2013 parent climate surveys.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not attend school sponsored workshops and activities.	Hold workshops and events on a different days of the week through the school year. Advertise on the marquee and in school-wide newsletter. Recognition of parents who attend workshops and activities when possible in the newsletter.	Principal, Title I lead teacher	Parent feedback on workshops and input of future parent involvement activities.	Evaluation Forms
2	Parents need time and strategies to work with their child socially and academically.	Host grade level workshops for parent and child to model effective social and academic strategies. Host FCAT informational workshops for parents on grade level expectations and strategies for success.	Principal, CRT, Title I lead teacher, team leaders, teachers	Parent feedback on workshops and input of future parent involvement activities.	Evaluation forms
3	Lack of communication	Continue the school-wide newsletter, in addition to teacher/class newsletters, to keep parents informed of school-wide activities, use of the phone home system to keep parents informed of important dates and information.	Principal	Parent attendance at school-wide events and/or workshops, School newsletter, teacher newsletters	Attendance/sign-in sheets, evaluation forms.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

				Target Dates		

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers Guide to working with Parents	K-5, all	Principal, FCIM Facilitator	School-wide	December 2012-March 2013	Implementation of strategies	Principal, FCIM Facilitator
Parent Involvement Modules	K-5, all	Principal, FCIM Facilitator	Teachers new to Norton/Alachua County who have not had the training previously	December 2012-May 2013	Implementation of strategies learned in parent involvement modules evidenced through observation, newsletters, parent conferences, etc.	Principal, FCIM Facilitator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers Guide to Working with Parents	Teachers will receive a guide with suggestions/ideas/strategies to successfully work with parents.	Title I	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent involvement activities	Reading nights, Kindergarten Success workshop, Math and Science nights	Title I	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,600.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporate intervention materials and district basal program to assist students in mastering benchmarks	Leveled readers, district basal curriculum (workbooks, intervention kits, etc), decodable readers	Title I	$2,500.00
Reading	After-school tutoring for targeted students	Materials to address the components of FCAT and/or FAIR and/or benchmarks.	Title I	$1,500.00
CELLA	Language Dictionaries	Dictionaries for ELL students to use in classrooms	District	$150.00
Mathematics	Everyday Counts/ Calendar Math	Calendar Math kits for classrooms	Title I	$400.00
Mathematics	Instructional materials for Title I math tutoring and after-school tutoring.	Math materials for small group instruction.	Title I	$2,000.00
Science	Science equipment and supplies	Supplies to use in science inquiries	District science consumables fund and/or school funds	$1,500.00
Suspension	Positive Behavior Support	Implement aspects of PBS, including celebrations, rewards, store, and more	School based funds, PTA, Title I, SAC	$4,000.00
				Subtotal: $12,050.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporate technology into reading curriculum	AR, SmartBoard training, Smart Response systems,	Title I; Media funds; district budget	$7,000.00
Mathematics	Reflex Math	Instructional technology for student use.	District	$2,500.00
Mathematics	SmartBoards/Smart Response systems	Use of SmartBoards and/or Smart Response systsems	Title I, District, School funds	$5,000.00
Science	Smart Response systems to student responses and teacher data collection.	Students will use Smart Response Systems to respond to mini assessments. Teachers will receive instant data results for instructional purposes.	Title I	$3,000.00
				Subtotal: $17,500.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Structures/Structure of the Month	Materials and supplies to implement Kagan Structures with faculty.	Title I; district funds	$1,000.00
Reading	Understanding Autism in the classroom	Stipends for teachers, materials, book to be used as PLC	Title I	$5,000.00
Reading	Use of informational texts in reading; incorporation of Kagan structures, foldables and high yield teaching strategies.	Books will be Kagan's Balanced Literacy and Dinah Zike's Foldable Strategies for Comprehending and Interacting with Informational Text	Title I; CREATE	$4,000.00
Reading	Increase parental involvement	Teachers Guide to Working with Parents to be used by teachers	Title I	$600.00
CELLA	CELLA training for teachers who need to administer CELLA	Substitutes for teachers to attend training, if needed.	District	$300.00
Mathematics	Debbie Diller – Math Stations that Work Stations, Independent Learning You Can Count On	K-5, ESE and Title 1 teachers will participate in a PLC for implementation of Math Stations	Title I	$1,500.00
Mathematics	Lesson Study	Teachers will participate in lesson study, substitutes for participation.	School	$2,500.00

Science	Informational Texts: Structures and Strategies	Materials and supplies for workshop	Title I	$500.00
Writing	District training	CRT and 4th grade team leader attend a district workshop on the new scoring requirements	District	$100.00
Parent Involvement	Teachers Guide to Working with Parents	Teachers will receive a guide with suggestions/ideas/strategies to successfully work with parents.	Title I	$600.00
				Subtotal: $16,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide personnel for double dose reading instruction and engagement paraprofessional.	Targeted students receive additional support in reading	Title I	$115,000.00
Mathematics	After-school tutoring	Teachers will be hired to provide after-school tutoring in math	Title I	$4,000.00
Mathematics	Title I Teacher Tutor	Teacher tutor will provide tutoring to students in grades 3-5 during the school day	Title I	$40,000.00
Parent Involvement	Parent involvement activities	Reading nights, Kindergarten Success workshop, Math and Science nights	Title I	$3,000.00
				Subtotal: $162,000.00
				Grand Total: $207,650.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ʝn Priority | ʝn Focus | ʝn Prevent | ʝn NA |

Are you a reward school: ʝn Yes ʝn No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
After-school homework help - hire paraprofessionals to assist students with homework.	$3,000.00
Positive Behavior Support	$1,000.00
Extended Contract for Leadership Team summer planning	$3,000.00
Technology needs for classrooms	$2,000.00

Describe the activities of the School Advisory Council for the upcoming year

Review budget needs and approved budget items.
Ongoing review of school data, including curriculum assessments, state assessments, AYP and School Grade.
Involvement of members in development of school-wide procedures (newsletters, dismissal plans, school improvement, etc.)
Discussions of school-wide initiatives (Positive Behavior Support, curriculum, etc.)
Development of School Climate Survey and review of survey results.
Discussion of school related concerns (student safety, health, needs)

AYP DATA

SCHOOL GRADE DATA

No Data Found

Alachua School District
C. W. NORTON ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	81%	93%	40%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	57%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	52% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District
C. W. NORTON ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	91%	60%	311	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	52%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	47% (NO)			90	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested