

**FLORIDA DIFFERENTIATED  
ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT  
PLAN**

**School Name: C. W. NORTON ELEMENTARY  
SCHOOL**

**District Name: Alachua**

**Principal: Gail Hamilton**

**SAC Chair: Jeff Tice**

**Superintendent: Dr. William D. Boyd**

**Date of School Board Approval: Pending**



**Dr. Eric J. Smith, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock, Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION/MISSION/BELIEF STATEMENTS

**Note: Required for Title I**

In the secure environment of Norton Elementary, we are dedicated to positive interaction while accepting and nurturing individual differences to inspire lifelong learners.

The faculty, staff, and school improvement committee are committed to identifying measurable student objectives that are aligned with federal, state, and district goals and objectives. Since the percentages identified are set goals to achieve, the staff and school advisory committee will evaluate the results to determine if additional strategies need to be implemented to achieve the objectives or if additional years are needed to achieve the targeted percentage.

Motto: Learning is the key at Norton Elementary.

## SCHOOL PROFILE DEMOGRAPHICS

C.W. Norton Elementary serves students in kindergarten through grade five and is located in Gainesville, Florida. During the 2007-2008 school year, this Title 1 school had an enrollment of 662 students at the March FTE. The composition of students consists of approximately: Male 51%, Female 49%, Asian 4%, Black 32%, Hispanic 7%, Bi-racial 9%, and White 49%. Nineteen percent (19%) received services through the school's exceptional student education programs; 14% received services in math or science through our enrichment program; and 19% received additional support through the school's Title 1 resource program. These figures reflect a slight difference from the previous year.

In addition to the regular educational classrooms, the school housed two self-contained ESE classes, two ESE/VE classes, one speech-language class, two Title 1 extension classes, and two enrichment/gifted classes. Norton Elementary offered math inclusion, as well as double-dose reading instruction to help meet individual student's needs. All students also participated in weekly activities with art, music, media/computer lab, and physical education personnel. The student-teacher ratio at Norton is reduced with Title 1 and ESE funds, especially during the reading and math blocks. Norton's staff implemented cooperative learning structures and a school-wide assertive discipline program to maximize student learning and on-task behavior.

For the 2008-2009 school year, in addition to regular educational classrooms, the school will offer two self-contained ESE classes, one hearing impaired unit, three ESE/VE resource classes, speech-language services, one and a half Title 1 classes, and two enrichment/gifted classes. Students will participate in weekly activities with art/music (for a semester each), media/computer lab, and physical education instructors. Physical Education will be taught by the P.E. coach and by the homeroom teacher in order to meet state requirements of 150 minutes per week.

During the 2005-06 school year, students identified as economically disadvantaged (SES) rose from forty percent (40%) to forty-seven percent (47%) and approximately twenty-one percent (21%) of students either withdrew or entered after the first day of that school. During the 2006-07 school year, the SES population decreased to forty-two percent (42%) mobility was approximately twenty-five percent (25%). For the 2007-2008 school year, the SES population rose to forty-four percent (44%) and twenty percent (20%) of students either withdrew or entered after the first day of school.

Norton has received grants to provide materials for hands-on science and math opportunities

that involve real-life experiences; increased resources in the area of reading, math, music and parent involvement; updated technology; increased number of Smart Boards; and enhanced curriculum to incorporate the arts in the study of Florida.

C.W. Norton's business partners include: Gatorland Kubota, Jeff Tice Realtor, Emmer Development, Publix, Sam's Club, and Scarborough Insurance Company.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

NA

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

The administrator at Norton Elementary School meets the requirements for highly qualified set by NCLB standards.

Gail Hamilton, Principal

Degrees Held:

M.S. in Educational Leadership.

B.A.E. in Elementary Education and Early Childhood Education.

Certifications:

Educational Leadership

Early Childhood

Elementary Education

Experience:

Three years as elementary school principal.

Served as co-director of district's science, math, and technology magnet.

Completion of three year principal internship.

Co-presenter at NAESP Conference on the Correlates of Effective Schools.

Ten years as a Curriculum Resource Teacher at a Title 1 school.

Seventeen years as an elementary classroom teacher, including as a teacher for the enrichment/gifted program.

## Recruitment/Retention of Highly Qualified Teachers

**Note: Required for Title I**

The following are strategies to recruit and retain highly qualified teachers at Norton:

All faculty members meet the NCLB requirements for highly qualified.

Beginning teachers participate in the district's induction program and consult with a mentor teacher throughout the year.

Release time is provided for teacher training, peer observation, coaching, and mentoring.

Workshops are offered at the school during the year to share strategies and offer support for implementation.

Norton's faculty and staff meet all of the requirements for highly qualified as specified in No Child Left Behind. Fifty-six percent (56%) of the teachers hold advanced degrees.

Three (3) teachers currently hold National Board Certifications.

The principal participates in the district Job Fair to interview interested teachers and share information about Norton Elementary School.

[Show Attached Staff List](#)

## ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

All federal, state and local service programs are coordinated by the administration of the school. Currently the school does not have services in the areas of housing, Head Start, adult education or vocational programs. The school's safety committee, Behavioral Resource Teacher (B.R.T.) and Guidance Counselor coordinate violence prevention programs at the school.

## School Wide Improvement Model

Note: Required for Title I

C.W. Norton follows the Florida's Continuous Improvement Model (FCIM) which uses data to drive decisions about instructional strategies. Our school improvement process is designed to provide frequent and accurate information to our teachers, students, and their parents regarding each student's progress toward mastering the Sunshine State Standards (SSS). This process is aligned to the curriculum, instructional strategies, assessments, and staff development. It identifies strategies for monitoring the process of each student.

The staff believes that on-going assessment is the key to effective teaching and Norton Elementary's model provides for ongoing formal and informal assessments at levels students will be tested on FCAT targeted SSS benchmarks. FCAT and Stanford 10 data is reviewed and discussed among the CIM Team, classroom teachers, Curriculum Resource Teacher (C.R.T), and principal to determine if the curriculum needs to be modified, resources purchased, additional support given for targeted students, or professional development is made available for staff.

In reading, all kindergarten students are assessed using DIBELS and data is reported to the state. All students (K-5) are assessed regularly in the district adopted basal series and information is shared and discussed with the Curriculum Resource Teacher (CRT) and principal. In addition, targeted students in grades first through fifth may be screened on DIBELS, TOWRE, STAR, DAR, or other research based assessments. Students having difficulty meeting grade level criteria receive an additional reading block three to five times a week through the Title 1 reading resource class or ESE class. Based on the State's data, Norton Elementary surpassed the district and state averages on the 2008 FCAT Reading test for students scoring a Level 3 or higher, but continued emphasis must be placed to ensure that all students are successful and meet Federal AYP requirements. For the 2008-2009

academic year, the district is implementing Macmillan-McGraw Hill basal reading series which we feel will help all of our students be more successful.

In the area of math, all students are assessed regularly in the district adopted basal series and information is shared and discussed with the Curriculum Resource Teacher (CRT) and principal after each chapter/cluster unit test. In addition, targeted students in kindergarten through fifth-grade may receive additional support through the school-wide inclusion model, before school tutoring, or small group additional sessions. Based on the State's data, Norton Elementary surpassed the district and state averages on the 2008 FCAT Math test for students scoring a Level 3 or higher in grades three through five. Strategies are still needed to ensure all subgroups meet Federal AYP criteria.

The attached plan includes:

- \* Professional development that supports enhanced and differentiated instructional strategies to improve teaching and learning.
- \* Continuous use of disaggregated student achievement data to determine effectiveness of instructional strategies. This data will be used to identify individual student's strengths and weaknesses and determine the effectiveness of the teaching and learning strategies that are being used in the classroom.
- \* Ongoing formal and informal assessments are given at the level which students will be tested on by the state through targeted SSS benchmarks. These assessments will monitor individual student progress, including progress toward SSS mastery, and to redesign instruction as needed.
- \* In-school alternative instructional methods are based on the targeted SSS benchmarks according to each student's individual academic needs as defined by these mini-assessments.
- \* Strategies to ensure students are taught on their instructional level to promote academic growth.

## NCLB Public School Choice

**Note: Required for Title I**

During the 2007-2008 school year, Norton Elementary had one family that needed some assistance with English. Written communication was either presented in their native language or a staff member served as a translator between the family and school to ensure

there was an open communication to address questions or concerns.

Although Norton Elementary received an "A" school grade from the State of Florida, it is listed as a SINI2 due to sub-groups not meeting the federal AYP requirements in math and reading for the 2007-2008 school year. Parents were notified of Public School Choice options in accordance with the required FDOE timeline. All parents were notified via US mail.

Other methods of communication include:

\*Teacher and staff phone calls to families

\*Grade level weekly or monthly newsletters

\*Weekly newsletters sent home from the principal

\*Parent-Teacher meetings to discuss child's progress, develop Progress Monitoring Plans (PMP), or Individual Education Plans (IEP).

\*Report cards and interim reports sent home eight times per year.

\*Open House within the first month of school to review Title 1 requirements, expectations, and answer questions about their child's school

\*Meet Your Teacher is held the Friday before school begins

\*Open door policy for parents to speak to principal, counselor, BRT, and/or CRT

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

## Pre-School Transition

**Note: Required for Title I**

The district office has personnel who work with the VPK program and feeder day care centers to our schools.

Each May, the district advertises "Kindergarten Round-Up" around the community through posted advertisements, newspaper, radio and television stations. Each elementary school in Alachua County holds an afternoon session where parents can fill out necessary paperwork to enroll their child, meet some of the school staff, and ask questions concerning the transition to elementary school. During this time, the children experience school with Norton's kindergarten teachers through storytime, music, and language arts activities. Parents are given handouts and a learning mat to help prepare their children with essential skills for kindergarten success. In addition, Norton schedules a time for entering

kindergarten students to be assessed prior to the beginning of the school year.

Parents may request a tour of the school or more information pertaining to the transition.

These visits and conferences are set up with the Guidance Counselor, Curriculum Resource Teacher, Behavioral Resource Teacher, or Principal.

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

**Note: Required for Title I**

At Norton Elementary School, there are several strategies to assist instructional personnel:

Beginning teachers participate in the district's induction program and consult with a mentor teacher throughout the school year. Mentor teachers are usually school-site personnel.

All new teachers to Norton meet during pre-planning with the leadership team (Principal, Behavioral Resource Teacher, Curriculum Resource Teacher, and Guidance Counselor) to become more acquainted with procedures and expectations for their classroom and at the school.

The school's CIM Team, Curriculum Resource Teacher, Guidance Counselor, Behavioral Resource Teacher, Title 1 team and Principal meet with teachers to provide information and support on a regular basis.

Team Leaders and National Board Teachers assist new and experienced faculty.

Norton currently has twelve teachers trained as mentors and are available to provide support and/or training to faculty (see attached list).

Three teachers: Mrs. Otwell, Mrs. Stanley, and Mrs. Little have attended intensive training on cooperative learning structures and provide on-going training for staff throughout the school year.

A yearly professional development plan and calendar is developed to assist in improving student achievement.

### Show Attached Teacher Mentoring List

## Extended Learning Opportunities

Note: Required for Title I

C.W. Norton has incorporated several before and after-school learning opportunities, as well as summer programs. These include:

Norton's Extended Day Program (EDEP) provides students opportunities with homework assistance, the practice of basic skills, participation in health related activities, and enriching thematic units. Some of these include: jogging, sports, space, the human body, medieval times, transportation, gardening, and holidays.

Through the use of Title 1, grants, and Advanced Placement funding, before-school tutoring opportunities in the area of math have been offered to targeted students in grades two through five during the past school year. The plan is to increase these opportunities for more students through before- and/or after-school tutoring and to include reading and writing. Teachers use data from the regular classroom teacher, plus frequent assessments to determine areas of need.

The media center is open before- and after-school for student and parent check-out.

Parents may check-out materials to use at home through the Title 1 Reading Resource room.

Norton Reading Nights are held approximately four times a year. Parents and their children read together and then their child may take an Accelerated Reading test to check comprehension skills.

District funds provided Third Grade Reading Camp and Exceptional Student Education classes during the Summer of 2008 for targeted students having difficulty meeting state requirements.

During the summer of 2008, targeted students entering second and third grades were invited to attend ESY through the use of Title 1 funding. This funding provided two teachers plus a paraprofessional to assist in the computer lab and classroom.

Grant monies provided "Parents are Partners" materials for parents of kindergartners to attend workshops and make items to use at home. The emphasis was helping parents realize the importance of staying actively engaged in their child's education.

Due to Norton's status of SIN12, students on free and reduced lunch status will be offered free tutoring services as outlined through NCLB.

## SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

## Academic and Career Planning

## GOALS

### Goal: Reading

**\*Note: Required for Title I**

**Scroll down for school data**

**\* Needs  
Assessment:**

On the Spring 2008 FCAT, overall scores of students from C.W. Norton surpassed the federal criteria of 58% scoring at a level 3 or above. In addition, the school surpassed district and state averages for overall performance in the area of reading.

Grade 3: 74% (D 71% S 72%)

Grade 4: 76% (D 68% S 70%)

Grade 5: 75% (D 68% S 67%)

Although the overall mastery is above federal, district, and state requirements or averages, the school has developed strategies to assist in the reduction of students scoring a level 1 at each grade level and to address two subgroups (black and students with disabilities) that did not meet AYP requirements of fifty-eight percent (58%) at or above grade level:

Black: 50% scored at or above grade level.

Students with Disabilities: 41% scored at or above grade level.

Students scoring Level 1:

Grade 3 (15%) Grade 4 (15%) Grade 5 (10%)

Based on the State's FCAT 2008 results:

Eighty-four percent (84%) of tested students are meeting high standards in reading.

Sixty-seven percent (67%) made learning gains in reading.

Fifty-one percent (51%) of the lowest quartile made learning gains in reading.

These scores are above district averages in all except the lowest quartile (D=56%).

First and second graders matched or surpassed the district's average based on the Stanford 10 test:

Grade 1: 61 NPR (D 61 NPR)

Grade 2: 66 NPR (D 63 NPR)

**\* Objective:**

For the 2008-09 school year, NCLB requires that sixty-five percent (65%) of students in each major demographic group will score at/or above the proficiency level of three on the reading portion of the FCAT or that subgroup will show a ten percent (10%) decrease in the number of students scoring level 1 or Level 2. At the school site students may also demonstrate a year's growth in basic reading skills based on the Macmillan-McGraw Hill criteria, district SSS assessments (grades 3-5), DIBELS, or STAR assessments. The school will meet or exceed academic achievement requirements for the federal/ state/district defined adequate yearly progress and/or

	<p>least eighty percent (80%) of students will demonstrate a year's growth in the mastery of the district's basal reading criteria, fluency assessments, and/or STAR assessments.</p>
<p><b>*Strategies:</b></p>	<p>*Provide students with a 90 minute uninterrupted reading block as described in the Just Reads Florida plan. (Who: Principal, Teachers When: On-going) *Implementation of newly adopted Macmillan-McGraw Hill Reading basal series in grades K through 5. (Who: Teachers When: August 2008-June 2009 Fund: District) *Analyze Stanford 10 and FCAT reading data and place special emphasis on any areas of weakness at each grade level. (Who: Teachers, Norton's CIM team, Title 1, CRT, Principal When: May-August 2008) *Develop plan/scheduling for additional resources to assist low/high students in the regular classroom. (Who: Grade levels, Principal, Bev Stanley, Title 1, ESE Team Leader, CRT When: May-July 2008 Fund for scheduling in summer: Lottery/AP) *Students scoring in the lowest quartile on Stanford 10 or FCAT Reading will receive additional intensive remediation. (Who: Title 1, ESE When: On-going Fund: Title 1 and ESE district funded) *Emphasis on Mastery Learning Approach and the Florida Continuous Improvement Model (FCIM), which includes the best practices in assessment, instruction, re-teaching, and re-assessment. (Who: All Teachers When: On-going) *Grade levels use yearly plan for implementation and assessment for Macmillan-McGraw Hill basal series. (When: On-going Who: Reading Teachers and CRT) *Implementation of consistent guidelines for school-wide AR requirements and ways to award points to non-AR books. (Who: Grade level teams, reading committee, C.R.T. When: On-going) *Use of reading software/hardware such as Orchard, Earobics Literacy Program, Lexia, Leap Pads, Leap Desk, Brain Pop, Brain Pop Jr., etc. to assist students' specific needs. (Who: Reading Teachers, C.R.T., Title 1 When: On-going Fund for purchase: Lottery/AP/Title 1) *Students in grades one through five will participate in the Accelerated Reading program. (Who: Reading Teachers When: On-going Fund for license and summer set-up: Lottery/AP) *Implementation of cooperative learning structures in the reading block. (Who: Reading Teachers When: On-going) *Target essential skills on morning announcements and incorporate these skills through all content areas. (Who: Teachers, Principal When: On-going) *Daily targeted essential skills are posted in the classroom during instruction. (Who: Reading Teachers When: On-going) *Investigate inclusion or push-in model for reading instruction for students who are not more than one year below in reading. (Who: Teachers, ESE, Title 1 When: On-going Fund: Pending Inclusion Grant) *Implementation of SRA Early Interventions in Reading, Language for Learning and other research-based supplemental reading curriculum to assist struggling students in grades kindergarten and grade 1. (Who: Title 1 and ESE teachers When: On-going) *Assess entering kindergarten students in reading readiness skills (Who: Kindergarten Team, designated teachers, CRT When: Summer 2008 Fund for stipends: Lottery/AP) *Continue to instruct students in effective test taking strategies. Incorporate short- and extended-response items in lessons and/or test items for students to implement or teacher modeling strategies. (Who: Teachers When: On-going) *Implementation of Sunshine State Standards in daily lessons and document strategies on required Instructional Validity forms. (Who: Teachers When: On-going)</p>
<p><b>*Evaluation:</b></p>	<p>*Students will meet or exceed federal/state/district criteria using the FCAT Reading test: *Sixty-five percent (65%) of the total school</p>

	<p>population will score at/or above the Level 3. *Sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above or that subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 OR *At least eighty percent (80%) of students (kindergarten through grade 5) will demonstrate mastery of reading skills based on the Macmillan-McGraw Hill mid- and/or end of book criteria or eighty percent (80%) of students will demonstrate growth in basic reading skills based on pre- and post-screening using DIBELS, STAR, and/or TOWRE assessments. OR *At least sixty-five (65%) of first through fifth graders will meet district/school criteria for mastery on SSS through benchmark assessments and/or there is a ten percent (10%) decrease in the number of students scoring in the lowest quartile.</p>
<p><b>*Evidence-based Program(s):</b></p>	<p>o Macmillan-McGraw Hill Reading Series o SRA Early Intervention Readers o Earobics o Leap Pads/Leap Desk o Read Naturally o DIBELS o DAR o TOWRE o Accelerated Reader o Renaissance Reading</p>
<p><b>*Professional Development:</b></p>	<p>*Training on implemented programs such as Macmillan-McGraw Hill Reading, Earobics, Renaissance Learning, Leap Pads, Leap Desks, AR, Orchard, DIBELS, SRA Early Intervention Readers, Read Naturally, etc, (Who: District, Title 1 Team, Team Leaders, CRT When: Fall 2008 and as needed) *How to use diagnostic assessment data and correlate activities to assist in meeting individual student's needs. (Who: CRT, Title 1 and ESE team When: As needed) *Train teachers on the F.C.I.M. 8 Step Model. (Who: School-based C.I.M. Team and Title 1 When: August 2008) *Train teachers on Macmillan-McGraw Hill differentiated instruction model. (Who: District When: June-August 2008) *Meet with teachers new to Norton to review curriculum procedures, expectations, and practices (Who: CRT and Team Leader When: Pre-planning) *Training on effective reading instruction: Fluency, comprehension, vocabulary, decoding and phonemic awareness (Who: Reading Resource and ESE Team When: On-going Budget: Title 1) *Use of cooperative learning structures and CRISS strategies (Who: Bev Stanley and Ellen Otwell, CRISS trainers When: On-going Fund for planning: CREATE or Pending Inclusion Grant) *Provide materials and stipends for teachers to participate in a "professional development learning community" to research, discuss, and incorporate effective research based strategies in their classrooms. (Who: Interested Teachers When: Fall 2008-Winter 2009 Fund: CREATE, Lottery, Title 1)</p>
<p><b>*Objective:</b></p>	<p>The percentage of black students and students with disabilities will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2.</p>
<p><b>*Strategies:</b></p>	<p>*Students scoring in the lowest quartile on Stanford 10 or FCAT Reading will receive additional intensive remediation. (Who: Title 1, ESE When: On-going Fund: Title 1 and ESE district funded) *Emphasis on Mastery Learning Approach and the Florida Continuous Improvement Model (FCIM), which includes the best practices in assessment, instruction, re-teaching, and re-assessment. (Who: All Teachers When: On-going) *Implementation of resources such as Read Naturally, Marie Carbo, etc. to help increase students' fluency and comprehension. (Who: Reading teachers When: On-going Fund for purchase: Lottery/AP/Title 1) *Use of reading software/hardware such as Orchard, Earobics Literacy Program, Lexia, Leap Pads, Leap Desk, Brain Pop, Brain Pop Jr., etc. to assist students' specific needs. (Who: Reading Teachers,</p>

	C.R.T., Title 1 When: On-going Fund for purchase: Lottery/AP/Title 1) *Implementation of SRA Early Interventions in Reading and other research-based supplemental reading curriculum to assist struggling students. (Who: Title 1 and ESE teachers When: On-going)
<b>*Evaluation:</b>	The percentage of black students and students with disabilities will show a ten percent (10%) decrease in the number scoring Level 1 and Level 2 on the Spring 2009 FCAT and/or demonstrate a year's growth on district benchmark tests.
<b>*Evidence-based Program(s):</b>	*Mastery Learning Approaches *Florida Continuous Improvement Model (FCIM) *Macmillan-McGraw Hill Reading Series *SRA Early Interventions in Reading *Language for Learning *Earobics Literacy Program *Lexia *Leap Pad *Read Naturally Marie Carbo Reading Materials
<b>*Professional Development:</b>	See main reading professional development for timeline: *Training on implementation of Macmillan-McGraw Hill Reading *Training of the FCIM 8 step model *Cooperative learning structures and CRISS strategies

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Read Naturally; Carbo materials;	Lottery, Advanced Placement, Title 1, District-funded materials/resources	\$1,000.00
		<b>Total: \$1,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
AR, Orchard, Brain Pop, Brain Pop Jr. Earobics, Leap Pad, FCAT	Lottery, Advance Placement, Title 1, State supported	\$2,000.00

Total: \$2,000.00

**Professional Development**

Description of Resources	Funding Source	Available Amount
McMillan-McGraw Hill Reading Series, Cooperative Learning Structures, CRISS, Best Practices Discussion Groups, C.I.M., materials and stipends for workshops	Lottery, CREATE, Advanced Placement, Title 1, District funded workshops, Pending Inclusion Grant	\$7,200.00

Total: \$7,200.00

**Other**

Description of Resources	Funding Source	Available Amount
Scheduling: Additional support for intensive remediation/inclusion; Class set up; Kindergarten Summer Assessment	Lottery, Advanced Placement, Title 1, Pending Inclusion Grant funding, ESE	\$2,000.00

Total: \$2,000.00

**\* Non-Highly Qualified Instructors:**

All teachers (kindergarten through grade five and support staff) meet the requirements for highly qualified instructors in the area of reading. In addition, all instructional aides meet the NCLB requirements for highly qualified personnel.

## Goal: Mathematics

**\*Note: Required for Title I**

**Scroll down for school data**

<p><b>*Needs Assessment:</b></p>	<p>Norton Elementary's average for the total population matched or surpassed the district and state on the 2008 FCAT Math test for students scoring a Level 3 or higher in grades three through five (sixty-two percent proficiency goal). In order to meet the 2008-2009 goal of sixty-eight percent (68%) scoring level 3 or higher, we will continue to address student's individual needs.</p> <p>State results from the March 2008 FCAT:  Grade 3: 85% (D 73% S 76%)  Grade 4: 71% (D 68% S 71%)  Grade 5: 70% (D 61% S 61%)  Grade five had the largest improvement from last year.</p> <p>State data shows:  Eighty-three percent (83%) of students met high standards in math.  Sixty-two percent (62%) of students demonstrated learning gains.  Fifty-four percent (54%) of the lowest 25% made learning gains.</p> <p>Although grade levels met or surpassed the federal requirement of sixty-two percent (62%) of students scoring a level 3 or above, three subgroups did not meet the AYP requirements. Special attention to increase the percentage of black, economically disadvantaged, and students with disabilities scoring in these higher levels is needed. FCAT results showed:  Black: 53% scored at or above grade level.  Student with Disabilities: 43% scored at or above grade level.  Economically Disadvantaged: 54% scored at or above grade level.</p> <p>A decrease in the percentage of students scoring Level 1 is needed. Level 1 percentages were: Grade 3 (8%); Grade 4 (11%); and Grade 5 (8%).</p> <p>Data from Stanford 10 showed that first and second graders surpassed or met the district's average based on the Stanford 10 test:  Grade 1: 71 NPR (D 56 NPR)  Grade 2: 63 NPR (D 59 NPR)</p>
<p><b>*Objective:</b></p>	<p>Norton Elementary's overall average for the total population matched or surpassed the federal/state/district on the 2008 FCAT Math test for students scoring a Level 3 or higher in grades three through five. Students surpassed the sixty-two (62%) proficiency goal. In order to meet the 2008-2009 goal of sixty-eight percent</p>

	<p>(68%) scoring Level 3 or higher, staff will continue to address student's individual needs. Results on the March 2008 FCAT: Grade 3: 85% (D 73% S 76%) Grade 4: 71% (D 68% S 71%) Grade 5: 70% (D 61% S 61%) Based on State data, eighty-three percent (83%) of students met high standards in math. Sixty-two percent (62%) of students demonstrated learning gains. Fifty-four percent (54%) of lowest 25% made learning gains. Although grade levels met or surpassed the federal requirement of sixty-two (62%) of students scoring a level 3 or above, three subgroups did not meet AYP requirements. Special attention to increase the percentage of black, economically disadvantaged, and students with disabilities scoring in these higher levels is needed. The need to decrease the percentage of students scoring Level 1 is needed. Level 1 percentages were: Grade 3 (8%), Grade 4 (11%), and Grade 5 (8%). In addition, first and second graders surpassed the district's average based on the Stanford 10 test: Grade 1: 71 NPR (D 56 NPR) Grade 2: 63 NPR (D 59 NPR)</p>
<p><b>*Strategies:</b></p>	<p>*Implementation of the Florida Continuous Improvement Model in analyzing data and development of instruction based on student results. (Who: Principal, School based CIM Team, Teachers When: July 2008-June 2009) *Investigate possible pull-out or double dose of math for students working more than one year below grade level in math when support facilitation is not being successful. (Who: ESE teachers, math committee, CRT When: On-going through school year Fund: Pending district budget with allocations) *Grade levels use yearly plan for implementation and assessment for Harcourt basal series. (Who: Math Teachers, CRT When: On-going) *Designate time in math block scheduling to provide regrouping for remediation, extension, or enrichment activities. (Who: School's CIM Team, Grade levels, Principal, Bev Stanley When: July-August 2008 Fund for summer planning: AP/Lottery) *Inclusion teachers /paraprofessionals work and plan regularly with math teacher to provide optimal learning environment for ESE students. (Who: ESE teachers, paraprofessionals, and math teachers When: On-going Fund: Pending Inclusion Grant) *Assign ESE teacher/paraprofessional to specific grade levels to assist in planning. (Who: ESE Teachers, Bev Stanley, Principal When: Summer-August 2008 Fund: Pending Inclusion Grant) *Provide before- and/or after-school math instruction for targeted students. (Who: Selected staff, CRT, Title 1 When: On-going Fund: Title 1, Lottery) *Investigate purchase of additional resources and/or teacher training to assist students having difficulty in math. (Who: Teachers, CRT When: On-going Fund: Title 1, District funds, Lottery/AP) *Implementation of Mountain Math (Grades 2-5), Calendar Math (Grades K-1), Math Their Way, Math a Way of Thinking, AIMS, GEMS or other resources. (Who: Teachers When: On-going through school year) *Incorporate class activities and/or test items that include gridded responses (grades 4-5), and short and extended responses to questions (all grade levels). (Who: Math Teachers When: On-going through school year) *Implementation of district's math assessments to measure mastery of SSS in grades three through five and use data to drive instruction. (Who: District, Teachers, CRT, Principal, CIM Team When: September 2008-May 2009 Fund: District) *Use of math manipulatives will be used at all grade levels to introduce concepts and emphasize application of skills. (Who: Teachers When: On-going through school year) *Cooperative learning structures are incorporated in math lessons. (Who: All Teachers When: On-going through school year) *Students</p>

	<p>will use technology to practice skills and demonstrate knowledge of concepts. (Who: Teachers When: On-going through school year)</p> <p>*Emphasis on mastery learning approach, which includes the best practices in instruction, assessment re-teaching, and re-assessment. (Who: Teachers, Principal, and CRT When: On-going)</p> <p>* Investigate purchase of math materials and software to assist students' specific needs to remediate, enrich, and foster skills to real life application. (When: August 2008-May 2009 Who: Title 1, math committee, CRT, Principal Fund: Title 1/Lottery/AP)</p> <p>* Investigate ways to enhance/enrich curriculum for students working above level. (Who: Team Leaders, CRT, School CIM Team, Gifted Team When: On-going) *Implementation of Sunshine State Standards in daily lessons and document strategies on required Instructional Validity forms. (Who: All teachers, CRT When: On-going) *Teachers will use a variety of assessments to ensure students are mastering skills. (Who: Math Teachers, ESE, Title 1, CRT When: On-going) *Math cluster/chapter test results will be shared with the CRT, Title 1, ESE, and the principal. Available resources will be shared to assist students in mastering the targeted skills. (Who: Math teachers When: On-going)</p>
<p><b>*Evaluation:</b></p>	<p>Students will meet or exceed federal/state/district criteria using the FCAT Math test: Sixty-two percent (62%) of the total school population will score at/or above the Level 3. Sixty-two percent (62%) of the students in each identifiable subgroup will score Level 3 or above or that subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2. AND/OR the school will meet locally defined criteria of at least eighty percent (80%) of students (kindergarten through grade 5) will demonstrate mastery of math skills based on the Harcourt Mathematics tests.</p>
<p><b>*Evidence-based Program(s):</b></p>	<p>o Harcourt Math o AIMS / GEMS o Flashmasters o Leap Track o Math Their Way o Math a Way of Thinking o Calendar Math</p>
<p><b>*Professional Development:</b></p>	<p>*Train teachers on the F.C.I.M 8 Step Model. (Who: School-based C.I.M. Team and Title 1 When: August 2008) *Teachers will be encouraged to observe other teachers at Norton and/or in the district in a peer coaching model. (Who: Interested teachers, CRT When: On-going Fund: Pending Inclusion Grant, CREATE)</p> <p>*Cooperative learning structures will be shared and modeled to show how to incorporate them into math lessons (Who: School-based trainers When: On-going Fund for planning: CREATE, Pending Inclusion Grant) *Training for inclusion aides on effective teaching strategies and procedures (Who: ESE team and district When: On-going Fund: Pending Inclusion Grant) *Meet with new teachers to Norton to review curriculum procedures and practices (Who: CRT and Team Leader When: Pre-planning) *Math committee will identify essential workshops. Teachers participating will share information with teachers. (Who: Math representative When: On-going Funding for workshops: CREATE, Title 1, PTA, Lottery)</p> <p>*Provide materials and stipends for teachers to participate in a "professional development learning community" to research, discuss, and incorporate effective research based strategies in their classrooms. (Who: Interested Teachers When: Fall 2008-Winter 2009 Fund: CREATE, Title 1, Lottery, AP)</p>
<p><b>*Objective:</b></p>	<p>The school will meet or exceed the academic achievement requirements for federal/state/district defined adequate yearly progress of sixty-eight percent (68%) of students in each major demographic group will score at or above the proficiency level of three or higher on the math portion of the FCAT or show a ten</p>

	percent (10%) decrease in the number of students scoring Level 1 or 2, and/or meet a locally defined goal of at least eight percent (80%) of students will demonstrate mastery on basal assessments used in the Harcourt Math program and/or at least sixty-eight percent (68%) of students will demonstrate mastery on district measured benchmark math assessments (grades 3-5).
<b>* Strategies:</b>	Investigate purchase of additional resources to assist students having difficulty in math. (Who: Math committee When: On-going Fund: Title 1/Lottery/AP) Students will use technology to practice skills and demonstrate knowledge of concepts. (Who: Teachers When: On-going) Students on free/reduced lunch will be offered tutoring opportunities based on SES/AYP requirements. (Who: District When: Fall 2008) Parents of identified students will be invited to conferences and workshops three times during the school year to discuss progress and be given materials to use at home. (Who: Teachers and Title 1 When: September, November and January Budget: Title 1) Investigate possible pull-out or double dose of math for students working more than one year below grade level in math when support facilitation is not being successful. (Who: ESE teachers, math committee, CRT When: On-going through school year Fund: Pending district budget with allocations)
<b>* Evaluation:</b>	Sixty-eight percent (68%) of the students in each identifiable subgroup will score Level 3 or above or that subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2. AND/ OR The school will meet locally defined criteria of at least eighty percent (80%) of students (kindergarten through grade 5) will demonstrate mastery of math skills based on the Harcourt Mathematics tests AND/OR at least sixty-eight (68%) of students in each the identified subgroups (grades three through five) will demonstrate mastery on the district's SSS assessment or show a decrease in the number scoring equivalent to Level 1 or 2.
<b>* Evidence-based Program(s):</b>	o Harcourt Math o AIMS / GEMS o Flashmasters o Leap Track o Math Their Way o Math a Way of Thinking o Calendar Math
<b>* Professional Development:</b>	Provide training to improve math achievement for targeted subgroups not meeting NCLB adequate progress requirements. (Who: Principal and consultants When: Fall 2007-Winter 2008 Fund: Title 1) Provide materials and stipends for teachers to participate in a "professional development learning community" to research, discuss, and incorporate effective research based strategies in their classrooms. (Who: Interested Teachers When: Fall 2008-Winter 2009 Fund: CREATE, Title 1)

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math, AIMS, GEMS, Calendar Math	State provided resource; District	\$2,700.00

	funded basal series and workshops; Lottery/AP		
			<b>Total: \$2,700.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
FCAT Explorer, Harcourt Math, Brain Pop, Brain Pop Jr., Flash Masters, Easi Teach	Lottery, Title 1	\$1,500.00	
			<b>Total: \$1,500.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Cooperative Learning; Classroom visits; AIMS/GEMS; Effective Math Strategies for at-Risk Students; Learning Community materials	Title 1 ; Inclusion	\$6,000.00	
			<b>Total: \$6,000.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	

Planning and scheduling; Inclusion; before-/or after-school tutoring; Mountain Math	reading goal for some items covered in budget; pending inclusion grant, Title 1; Lottery/AP	\$4,000.00	
			<b>Total: \$4,000.00</b>
			<b>Final Total: \$14,200.00</b>

<b>* Non-Highly Qualified Instructors:</b>	All teachers (kindergarten through grade five and support staff) meet the requirements for highly qualified instructors in the area of math. In addition, all instructional aides meet the NCLB requirements for highly qualified personnel.
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*End of **Mathematics** Goal*

## Goal: Writing

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	<p>On the February 2008 FCAT Writes+ Test, Norton Elementary's fourth-grade students continued to improve their writing based on the state criteria (Level 3 or higher) and surpassed district and state averages. Students scoring 3.5 or higher surpassed district and state averages in combined scores and narrative and for students scoring 4.0 or higher, Norton surpassed in all areas. Emphasis on improving expository writing will be addressed.</p> <p>Ninety-six percent (96%) of students met the state standard in writing.</p> <p>Norton Averages: Narrative 4.3 Expository 4.0 Combined 4.1</p> <p>Students scoring a 3.0 or higher:  School Year 2007-2008 was ninety-eight percent (98%).  School Year 2006-2007 was ninety-five percent (95%).  School Year 2005-2006 was ninety-six percent (96%).</p> <p>Students scoring 3.5 or higher:  School Year 2007-2008:  Combined 85% (D 77% S77 %); Expository 78% (D 81% S 80%);  Narrative 84% (D 76 % S 73%)  School Year 2006-2007: Combined 92%; Expository 94%; Narrative 90%</p>
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	<p>School Year 2005-2006: Combined 92%; Expository 98%; Narrative 87%</p> <p>Students scoring 4.0 or higher: School Year 2007-2008: Combined 77% (D 63% S 63%); Expository 71% (D 67% S 64%); Narrative 84% (D 67% S 62%)</p> <p>School Year 2006-2007: Combined 84%; Expository 89%; Narrative 79%</p> <p>School Year 2005-2006: Combined 84%; Expository 92%; Narrative 76%</p>
<b>* Objective:</b>	The school will meet federal/state/district criteria for writing. Ninety percent (90%) of students in each major demographic group will score at or above proficiency level on the writing portion of the FCAT or the number of students in the total population scoring Level 3.0 or above will increase by one percent. OR The school will meet locally defined criteria of at least ninety percent (90%) of students will show growth or mastery on district-level criteria, based on Alachua County School's Writing Portfolio.
<b>* Strategies:</b>	<p>*Use of grade level rubrics, expectations, vocabulary development, and school-wide writing continuum. (Who: Teachers and CRT When: On-going) *Scored writings using grade level rubrics will be shared and strategies discussed to implement in lesson presentations within grade level and across grade levels. (Who: Teachers, CRT When: On-going) *Implementation of Macmillan-McGraw Hill writing program in grades kindergarten through fifth. (Who: Teachers When: August 2008-June 2009) *Scheduled writing block for instruction. (Who: Principal, Bev Stanley When: Summer 2008 Fund: Lottery/AP for planning) *Continue providing resource teachers with grade level expectations, focus skills, vocabulary, etc. so the writing can be reinforced across the curriculum. (Who: Team Leaders When: Fall 2008) *Investigate extended-day writing classes for targeted students. (Who: Targeted staff, principal When: January-February 2009 Fund: Lottery/AP) *Development of Progress Monitoring Plans for students in grades K-2 having difficulty in writing. (Who: Writing Teachers, CRT When: On-going)</p>
<b>* Evaluation:</b>	Students will meet federal/state/district criteria: Ninety percent (90%) of all fourth-grade students will score at or above proficiency level of 3.0 on the narrative or expository writing portion of FCAT Writing+. OR The number of students scoring 3.0 or above will increase by one percent (1%) and ninety percent (90%) of students in each identifiable subgroup will score Level 3.0 or above on the FCAT Writing+ assessment. OR The number of students in that subgroup scoring level 3.0 or above on the FCAT Writing + will increase by one percent (1%). OR At least ninety percent (90%) of students will show growth or mastery on district-level criteria, based on Alachua County School's Writing Portfolio criteria
<b>* Evidence-based Program(s):</b>	<p>*Just Write curriculum-Kathy Robinson *DOE Writing strategies</p> <p>*Macmillan-McGraw Hill Writing Program</p>
<b>* Professional Development:</b>	<p>*Provide training for primary grades and teachers new to grade level on using rubric scoring of writing samples to ensure consistency. (Who: Designated Teachers, CRT When: Fall 2008 and as needed) *Teachers are trained on the Macmillan-McGraw Hill Writing Program (Who: District, teachers When: Summer and Fall 2008) *Teachers will be encouraged to observe other teachers at</p>

Norton and/or in the district in a peer coaching model. (Who: Teachers, CRT When: On-going Fund: CREATE, Pending Inclusion Grant) \*Meet with new teachers to Norton to review writing curriculum procedures and practices (Who: CRT and Team Leader When: Pre-planning)

**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
FCAT Writing+; Just Write Curriculum; MacGraw Hill Writing; Kathy Robinson Curriculum	State sponsored; Lottery/AP	\$300.00	
			<b>Total: \$300.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Professional Development			
Description of Resources	Funding Source	Available Amount	
Peer Coaching	Pending Inclusion Grant; CREATE	\$500.00	

			<b>Total: \$500.00</b>
<b>Other</b>			
Description of Resources	Funding Source	Available Amount	
Scheduling; After-school writing class for targeted students	Lottery/AP; some items covered under reading	\$3,000.00	
			<b>Total: \$3,000.00</b>
			<b>Final Total: \$3,800.00</b>

*End of **Writing** Goal*

## Goal: Science

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	Forty-nine percent (49%) of Norton's fifth graders were in the proficient range and which was an improvement from FCAT 2007 (42%). This was above the state and district averages scoring in levels three through five. The school needs to decrease the percentage of students scoring Level 1 (10%).
<b>*Objective:</b>	Norton will meet the federal/state/district criteria.
<b>*Strategies:</b>	*Instruction offers hands-on, real life experiences and integrate the curriculum areas of reading, math, and writing skills. (Who: Teachers, CRT, Science Committee When: On-going) *Continue development of grade level evaluation materials to measure growth on SSS. (Who: Teachers, CRT When: On-going) *Implementation of Scott-Foresman science curriculum at all grade levels. (Who: Teachers When: On-going) *Implementation of math/science strategies through the arts. (Who: Resource team, CRT, Math/Science Committees When: On-going) *Continue development of a science room/closet for check out of hands-on materials for school-wide use. (Who: C.R.T., Science Committee When: On-going Fund: District Science Monies) *Investigate the development of a

science club in EDEP and Greenhouse Club. (Who: EDEP Coordinator, Science Committee, CRT When: Planning in Fall 2008 Fund: Lottery/AP) \*Implementation of Sunshine State Standards in daily lessons and document strategies on required Instructional Validity forms. (Who: Designated Teachers, CRT When: On-going) \*Teachers will incorporate the Scott-Foresman Science Technology component. (Who: Team Leaders/Team Tech Representative When: On-going) \*Teachers will incorporate short- and extended-response practice and modeling in their lessons. (Who: All Teachers When: On-going)

**\*Evaluation:** Norton will meet or surpass the criteria set by the federal/state/district.

**\*Evidence-based Program(s):** \*Scott-Foresman Science \*GEMS / AIMS

**\*Professional Development:** \*Teachers in grades four and five will continue to review State scoring practices for short and extended responses. (Who: CRT, fourth- and fifth-grade teachers When: Fall 2008 and Spring 2009) \*Continue to identify needs at each grade level for further workshops to ensure state standards are mastered. (Who: Science Committee and CRT When: Fall 2008 and on-going)

**Budget:**

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

Description of Resources	Funding Source	Available Amount
Scott Foresman Science	District Provided	\$0.00

**Total: \$0.00**

**Technology**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

**Total: \$0.00**

**Professional Development**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

**Total: \$0.00**

**Other**

Description of Resources	Funding Source	Available Amount
Materials for science room check-out; Science Club (Teacher stipend)	District Science Funds; Lottery/AP	\$900.00

**Total: \$900.00**

**Final Total: \$900.00**

**\*Non-Highly Qualified Instructors:**

All teachers (kindergarten through grade five and support staff) meet the requirements for highly qualified instructors in the area of science. In addition, all instructional aides meet the NCLB requirements for highly qualified personnel.

*End of Science Goal*

**Goal: Parental Involvement**

**\*Note: Required for Title I**

**\*Needs Assessment:**

Due to the changing population at the school over the past four years, teachers have noted the decline in parent involvement

	<p>(conferences, class events, and support with homework). On the climate surveys, all results were positive. The highest percentage of disagreement on the parent survey was seven percent (7%) for students at this school show respect for their peers. Teacher results also rated seven percent (7%) disagreed. The highest area of need from the teachers were: Generally discipline is not an issue at this school (T=17% disagreed) and Teachers, administrators, students and parents share responsibility for discipline in this school (T=17% disagreed). Parent survey results showed only five percent (5%) in disagreement in both areas. On the parent surveys, one hundred percent (100%) felt Norton was a parent friendly school and ninety-four percent (94%) felt parents have access to teachers and staff. When asked if the school was helping students develop skills relevant to their future needs, eighty-five percent (85%) responded positive and eight percent (8%) did not know. This was an improvement from last year.</p> <p>During the 2005-2006 school year, students identified as economically disadvantaged (SES) rose from forty percent (40%) to forty-seven percent (47%) and approximately twenty-one percent (21%) of students either withdrew or entered after the first day of school. The 2006-2007 school year had the SES population at forty-two percent (42%) and a twenty-five percent (25%) mobility rate. During the 2007-2008 school year, the SES population increased to forty-four percent (44%) and approximately twenty percent (20%) of students either withdrew or entered after the first day of school.</p> <p>The school will continue to offer programs and activities for families to be actively involved in their child's education and assist those entering Norton after the beginning of the school year be informed of opportunities available to them.</p>
<p><b>* Objective:</b></p>	<p>One-hundred percent of parents will be invited to become an active member in their child's education through attendance at school events, workshops, and conferences.</p>
<p><b>* Strategies:</b></p>	<p>*Provide year-end letter with last report card to welcome students to the next grade level and include materials/strategies needed to be successful for the upcoming school year. (Who: Team Leaders When: May 2008 and 2009 Funding: Title 1 for paper) *Provide "Math Night" for parents and students to include training in the computer lab to access web sites for math, grade level expectations, and provide take-home resources for basic facts. (Who: Title 1, classroom teachers When: Fall 2008 Fund: Title 1 Parent Involvement) *Distribute district approved internet permission form so students can access specific approved links at school. (Who: Technology Team, Principal When: August 2008 Fund for form: Title 1) *Investigate holding parent workshop to address science SSS/ grade level expectations—survey parent interest (Who: CRT, Grade 5 team When: Fall 2008 Fund for stipend: Title 1) *Provide parent workshops on FCAT Explorer, Harcourt Math and MacMillan-McGraw Hill Reading, AR, Tumblebooks, etc. (Who: Title 1, Tech Committee, Grade Level Teams When: Norton Reading Nights or October conference night Fund: Title 1) *Hold at least four Norton Reading Nights (Who: Title 1 Team When: Mid-point of grading period Fund: Title 1 Parent Involvement) *Provide parents of entering kindergartners with summer resources to assist their child to be ready for school. (Who: K team, CRT, Guidance, Title 1, BRT, Principal When: Kindergarten Round Up Fund: Title 1 Parent</p>

	<p>Involvement) *Teachers will contact parents (via note or phone call) within the first two weeks of school welcoming children to their class and/or sharing a positive note about the child. (Who: Teachers When: August 2008) *Provide a "Parent Welcome Room" to assist new Norton parents with routines and general information about our school (Who: PTA When: First day of school) *Provide informational folders to new families to Norton to assist in the transition to a new school. (Who: Office When: Upon registration Fund: Title 1 Parent Involvement/Lottery) *Provide assistance from the school nurse for parents of at-risk students with appropriate outside medical contacts. (Who: School Nurse When: On-going Funding: Pending District or Grant Funding) *Notify parents of instructional staff's qualifications. (Who: Principal When: Fall 2008) *Distribute and discuss the Title 1 Compact specifying responsibilities to parents and invite them to participate in Title 1 planning. Distribute Parent Rights and Parent Involvement Plan. (Who: Title 1 Lead Teacher When: Open House and Upon registration of new students) *Send a copy of the Alachua County Schools' Student Code of Conduct to all parents. (Who: District and school office When: August 2008 and on-going Fund: District) *Send home weekly office newsletters and grade level/newsletters to inform parents of events, celebrations, and school information (Who: Team Leaders and Principal When: Monthly/Weekly Fund: Title 1/Lottery) *Provide take-home folders for all students and assignment calendars for intermediate grade levels so parents know of a consistent method of home-school correspondence. (Who: Principal, teachers When: August 2008 Fund: Lottery/AP ) *Invite parents to assist in the development of their child's Progress Monitoring Plan (Grades K-2) and/or IEP. (Who: Teachers, C.R.T., Guidance Office When: On-going) *Keep parents informed of their child's progress through progress notes, personal notes in planners or on student's work, theme and end of book reading test reports, math cluster/chapter tests, etc. (Who: Teachers, CRT When: On-going) *Investigate providing an FCAT practice and informational session for parents and their child after-school or in the evening. (Who: Grades 3-5, CRT When: Winter 2008 Fund for supplies and stipend: Lottery/AP) *Continue to hold Parent-Teacher conferences before and after student contact hours. (Who: Teachers When : On-going) *Encourage parents to volunteer in their child's classroom or at the school site. (Who: Volunteer Coordinator and teachers When: On-going) *Provide parents assessment results in their native language upon request when possible. (Who: State, District, CRT When: On-going) *Provide "transition to middle school" meeting for parents of fifth graders. (Who: Guidance Counselor, Fifth Grade Team, Sixth Grade Guests When: Spring 2009 Fund: Title 1 Parent Involvement/Lottery)</p>
<p><b>* Evaluation:</b></p>	<p>One hundred percent (100%) of Norton's parents have been invited to participate in the development of their child's Progress Monitoring Plan(PMP), Individual Educational Plan (IEP), school events, parent workshops, and/or conferences.</p>
<p><b>* Evidence-based Program(s):</b></p>	<p>Suggestions from DOE website</p>
<p><b>* Professional Development:</b></p>	<p>*Provide orientation for new teachers to Norton on effective parent conference skills, PMP, IEPs. (Who: Guidance, CRT, BRT When: Pre-planning) *Teachers are invited to participate in book study sessions addressing working with students and families from poverty. (Who: BRT, teachers When: Winter 2008 Fund: CREATE, Title 1)</p>

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Book study	Title 1, CREATE	\$500.00
<b>Total: \$500.00</b>		

Description of Resources	Funding Source	Available Amount	
Paper for year end newsletters, internet permission forms, office weekly newsletters home; Parent workshops and parent-child after school activities ; Informational folders for new students; home-school weekly communication folders and/or assignment books; School Nurse; Title 1 Compact and Parent Rights; Code of Student Conduct	Title 1, District	\$2,500.00	
<b>Total: \$2,500.00</b>			

*End of **Parental Involvement** Goal*

## Goal: Return on Investment

<b>Needs Assessment:</b>	Goal: Return on Investment  Our school will demonstrate efforts to improve student performance in a fiscally efficient manner.  Our school's percentile ranking is currently sixty-one percent (61%).
<b>Objective:</b>	Our school's ROI percentile ranking will increase.
<b>Strategies:</b>	*Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff. *Identify lowest quartile students early and provide additional assistance. *Provide strategies to parents for their student's academic improvement. *Continue to provide high quality teacher professional development and monitor its implementation. *Purchase evidence-based materials and use them effectively. *Increase participation in programs provided by the Department of Education, such as FCAT Explore. *Utilize school and district in-

	service training.
<b>Evaluation:</b>	The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	
<i>End of <b>Return on Investment</b> Goal</i>	

## ADDITIONAL GOALS

Additional Goal: School Safety and Discipline	
<b>Needs Assessment:</b>	Parent survey results show that eighty-nine percent (89%) feel that discipline is fair and based on written rules and consequences with only five percent (5%) disagreeing. One-hundred percent (100%) of teachers agree. On student surveys (grades 3-5) fifty-nine percent (59%) felt that children are friendly to each other and ninety-five percent (95%) felt that the teachers and staff were helpful. Fifty-eight percent (58%) of students felt that students follow the school rules. This is a thirteen percent (13%) improvement from last year. Formal referrals to the office rose from 147 to 177 from the previous school year and came from thirty-four (34) students. The school will continue to find strategies to assist students adhere to the rules and expectations of the school.
<b>Objective:</b>	Norton Elementary will continue to provide a safe and disciplined environment for all students.
<b>Strategies:</b>	*Parents and visitors will check in at the office using the V-Software. (Who: Office staff When: On-going Fund for Yearly Fee: Lottery) *Maintain a safety log to record and report concerns dealing with safety issues and notify district personnel as needed. (Who: Office and Head Custodian When: On-going) *Dismissal changes at end of day from parents must be in writing, not phone calls. (Who: Office When: On-going) *Implementation of school-wide Assertive Discipline and BEST plan. (Who: Teachers, BRT When: On-going) *Presentation of conflict resolution lessons for third- through fifth-grade students. (Who: BRT, Guidance When: On-going) *Schedule small groups for social skills, positive peer interactions cooperation, problem-solving and friendship skills. (Who: BRT, Guidance When: On-going) *Conduct orientation for students new to Norton. (Who: BRT, Guidance Counselor When: Monthly) *Dismissal of bus and car riders at 12:25/1:40 and bikers and walkers at 12:30/1:45. (Who: Teachers When: On-going) *Share lunchroom policy with parents for when they wish to eat with their child on campus. (Who: BRT When: Fall 2008 and on-going) *Cooperative Learning Structures that develop class-building will be incorporated in weekly lessons. (Who: Teachers When: Fall 2008 and on-going) *Tree branches/limbs are trimmed on a regular basis on sidewalk to bike/walker area for safety. (Who: Head Custodian When: As needed)
<b>Evaluation:</b>	Parents and staff will show at least ninety percent (90%) satisfaction with the safety of the school as measured on the climate survey.
<b>Evidence-based Program(s):</b>	Assertive Discipline by Lee Canter
<b>Professional Development:</b>	*Strategies to incorporate class building activities will be shared among faculty and staff members. (Who: Bev Stanley, Ellen Otwell, Teachers When: Fall-Winter 2007) *CPR and First Aid training offered to all staff and review of first-aid training with lunchroom aides (Who: Health and Fitness Rep When: Spring and Fall 2007) *Teachers new to Norton will be offered assistance in effective classroom management strategies, working with students with

special needs, and view Assertive Discipline VT by Lee Canter. (Who: BRT and Guidance Counselor When: Pre-planning 2008 and as needed) \*Staff members will receive training on safety and working with students. (Who: BRT When: August 2008 and January 2009)

**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	
V-Soft visitor check in system	Lottery/AP	\$500.00	
			<b>Total: \$500.00</b>
Professional Development			
Description of Resources	Funding Source	Available Amount	
Lee Canter's Assertive Discipline materials and	Previously funded	\$0.00	

			<b>Total: \$0.00</b>
<b>Other</b>			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>

*End of School Safety and Discipline Goal*

## Additional Goal: Technology

<b>Needs Assessment:</b>	At the beginning of the 2006-2007 school year, no Smart Board technology was on Norton Elementary's campus. During 2007-2008, approximately thirty-one percent (31%) of classrooms were equipped with Smart Board technology and presently about fifty percent (50%) are available. The need is still present to incorporate this resource in additional classroom so all students can benefit from this interactive technology.
<b>Objective:</b>	Continue to increase the integration of technology in the curriculum, promote equitable access for teachers and students, and provide professional development opportunities for teachers and administrators. Increase student and teacher access to multiple forms of technology.
<b>Strategies:</b>	*Renewal of Brain Pop and Brain Pop Jr. interactive curriculum to use with Smart Board technology. (Who: Principal When: August 2008 Fund: Title 1/Lottery/AP) *Implementation of Infinite Campus. (Who: District, Teachers and Staff When: Summer 2008-on going) *Teachers will work in collaborative groups in developing lessons using technology. (Who: Teachers When: On-going) *Hire full- or part-time proctor and/or tech person to facilitate the network and computer labs. (Who: Principal When: Summer 2008 Fund: Lottery/AP, Title 1) *Investigate purchase of Kid Pix and/or typing software for computer lab. (Who: Technology Committee When: Winter 2008 Fund: Technology/Lottery) *Set up of AR class lists. (Who: Debi DeBarre When: Summer 2008 Fund: Technology/Lottery) *Continue purchase of additional Smart Boards (Who:

	Principal When: Fall 2008 and Spring 2009 Fund: Title 1/Technology/ Lottery)
<b>Evaluation:</b>	One hundred percent of classroom teachers will use Smart Board, Brain Pop, State of Florida web-based materials, or other instructional technology in their lesson planning and presentation.
<b>Evidence-based Program(s):</b>	*Easi-Teach *State of Florida websites *Macmillan-McGraw Hill Reading Technology *Harcourt Math Technology
<b>Professional Development:</b>	*Encourage staff to complete on-line training on Word, Excel, Powerpoint, or comparable Apple programs (Who: Technology Committee When: On-going) *Teachers will receive training on Infinite Campus. (Who: District, school based trainers, teachers When: Summer 2008-May 2009 Fund: District) *Provide training on Macmillan-McGraw Hill Reading, FCAT Explorer, and Harcourt Math website and programs at the school. (Who: Technology Committee, District When: As needed) *Provide training on FCAT Explorer (Who: Technology Committee, CRT When: as needed) *Support training and curriculum integration using Smart Board technology, wireless laptops, etc. (Who: Technology committee, consultants When: Summer-Fall 2008 Fund: Lottery, CREATE, district)

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
See individual strategies for specific programs that are related to this goal.	None	\$0.00	
			<b>Total: \$0.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Easi-Teacher, Brain Pop, Brain Pop Jr., Software renewals, AR set up, Smart Boards and computer stations,	District, technology fund, lottery/AP, Title 1	\$8,300.00	

academic area software			
			<b>Total: \$8,300.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Training on instructional programs, Infinite Campus, and Smart Boards	PTA, Lottery/AP, District funded	\$500.00	
			<b>Total: \$500.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Part- or full-time lab proctor and/or technician, AR set up, Basal series set up, updating of school web site	Title 1, Lottery/AP	\$30,000.00	
			<b>Total: \$30,000.00</b>
			<b>Final Total: \$38,800.00</b>

*End of **Technology** Goal*

**Additional Goal: Student Health, Physical Fitness, and**

## Indoor Air Q

<b>Needs Assessment:</b>	The State of Florida has mandated 150 minutes of physical education per week at the elementary level, in sessions at least thirty minutes in length.
<b>Objective:</b>	All students in grades kindergarten through grade 5 will participate in a health and physical fitness program as defined in the State's plan. Student health and fitness information will be communicated to parents as required.
<b>Strategies:</b>	<p>*Students will learn how to develop healthy living habits to foster improved health and physical fitness. (Who: Teachers When: On-going) *Provide a safe indoor environmental air quality school-wide. (Who: District When: On-going) *Investigate purchase of additional equipment to help facilitate new P.E.state mandate. (Who: Wellness Committee, PTA When: School Year 2008-2009 Fund: Pending PTA. Lottery/AP) *Student health and fitness information will be communicated to parents as required by the state and district. (Who: District, Principal, School Nurse, PE Teachers When: On-going) *Students in K-5 will participate in the health and physical fitness program with an emphasis on the Sunshine State Standards. (Who: P.E. Coach and classroom teachers When: On-going) *Students will have PE activities 150 minutes a week as required by the state. (Who: Classroom and PE Teachers When: School Year 2008-2009) *Teach students about the value of good nutrition and regular exercise. (Who: PE and health teachers When: On-going) *Investigate offering before or after-school walking/jogging program for students and adults. (Who: PE Coach When: Fall 2008) *Keep doors and windows closed to ensure that outdoor air entering building is dehumidified and filtered by heating, ventilation, and air-conditioning system. (Who: Teachers and Staff When: On-going) *Air filters will be replaced. (Who: District When: Monthly) *Air supply and return air grills are dust free. (Who: Custodians When: Monthly)</p>
<b>Evaluation:</b>	Lesson plans and school schedule will document 150 minutes of physical education per week.
<b>Evidence-based Program(s):</b>	Sunshine State Standards will be implemented.
<b>Professional Development:</b>	

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Brain based exercises and suggested	Lottery/AP	\$1,000.00

materials.			
			<b>Total: \$1,000.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
PE equipment, exercise tapes	Lottery/AP, PTA	\$250.00	
			<b>Total: \$250.00</b>

Final Total: \$1,250.00

*End of Student Health, Physical Fitness, and Indoor Air Q Goal*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read Naturally; Carbo materials;	Lottery, Advanced Placement, Title 1, District-funded materials/resources	\$1,000.00
Mathematics	Harcourt Math, AIMS, GEMS, Calendar Math	State provided resource; District funded basal series and workshops; Lottery/AP	\$2,700.00
Writing	FCAT Writing+; Just Write Curriculum; MacGraw Hill Writing; Kathy Robinson Curriculum	State sponsored; Lottery/AP	\$300.00
Science	Scott Foresman Science	District Provided	\$0.00
Technology	See individual strategies for specific programs that are related to this goal.	None	\$0.00
Student Health, Physical Fitness, and Indoor Air Q	Brain based exercises and suggested materials.	Lottery/AP	\$1,000.00
			<b>Total: \$5,000.00</b>
<b>Technology</b>			

Goal	Description of Resources	Funding Source	Available Amount
Reading	AR, Orchard, Brain Pop, Brain Pop Jr. Earobics, Leap Pad, FCAT Explorer	Lottery, Advance Placement, Title 1, State supported	\$2,000.00
Mathematics	FCAT Explorer, Harcourt Math, Brain Pop, Brain Pop Jr., Flash Masters, Easi Teach	Lottery, Title 1	\$1,500.00
School Safety and Discipline	V-Soft visitor check in system	Lottery/AP	\$500.00
Technology	Easi-Teacher, Brain Pop, Brain Pop Jr., Software renewals, AR set up, Smart Boards and computer stations, academic area software	District, technology fund, lottery/AP, Title 1	\$8,300.00
			<b>Total: \$12,300.00</b>
<b>Professional Development</b>			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McMillan-McGraw Hill Reading Series, Cooperative Learning Structures, CRISS, Best Practices Discussion Groups, C.I.M., materials and stipends for workshops	Lottery, CREATE, Advanced Placement, Title 1, District funded workshops, Pending Inclusion Grant	\$7,200.00
Mathematics	Cooperative Learning; Classroom visits;	Title 1 ; Inclusion	\$6,000.00

AIMS/GEMS; Effective Math Strategies for at-Risk Students; Learning Community materials			
Writing	Peer Coaching	Pending Inclusion Grant; CREATE	\$500.00
Parental Involvement	Book study	Title 1, CREATE	\$500.00
School Safety and Discipline	Lee Canter's Assertive Discipline materials and VT	Previously funded	\$0.00
Technology	Training on instructional programs, Infinite Campus, and Smart Boards	PTA, Lottery/AP, District funded	\$500.00
<b>Total: \$14,700.00</b>			
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Scheduling: Additional support for intensive remediation/inclusion; Class set up; Kindergarten Summer Assessment	Lottery, Advanced Placement, Title 1, Pending Inclusion Grant funding, ESE	\$2,000.00
Mathematics	Planning and scheduling; Inclusion; before-/or after-school tutoring; Mountain Math	reading goal for some items covered in budget; pending inclusion grant, Title 1; Lottery/AP	\$4,000.00
Writing	Scheduling; After-school writing class for targeted	Lottery/AP; some items covered under reading	\$3,000.00

	students		
Science	Materials for science room check-out; Science Club (Teacher stipend)	District Science Funds; Lottery/AP	\$900.00
Parental Involvement	Paper for year end newsletters, internet permission forms, office weekly newsletters home; Parent workshops and parent-child after school activities ; Informational folders for new students; home-school weekly communication folders and/or assignment books; School Nurse; Title 1 Compact and Parent Rights; Code of Student Conduct	Title 1, District	\$2,500.00
Technology	Part- or full-time lab proctor and/or technician, AR set up, Basal series set up, updating of school web site	Title 1, Lottery/AP	\$30,000.00
Student Health, Physical Fitness, and Indoor Air Q	PE equipment, exercise tapes	Lottery/AP, PTA	\$250.00
			<b>Total: \$42,650.00</b>
			<b>Final Total: \$74,650.00</b>

## 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, junior high 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.

✓ **Yes. Agree with the above statement.**

## SAC Involvement

The 2008-2009 SAC will consist of eleven members (See list). Parents, teachers, and staff members are nominated and/or volunteer to serve and then voted upon by the group they represent. The 2007-2008 SAC recommends community members to serve for the upcoming year. The SAC consists of the principal, three faculty representatives, three parent representatives, one education support representative, and three business partners.

Although the principal is not a voting member of the SAC, she is an active member who attends the meetings and gives updates of the school and needs throughout the year.

The SAC meets four to six times a year and assists in the development and implementation of the school improvement plan. This includes giving input for how monies are spent, quality of programs implemented, and suggestions on how to ensure students from Norton Elementary are well prepared for their future. Meeting dates are set at the beginning of the school year, are advertised, and are open to the public.

A copy of the minutes and proposed agenda are posted in the front hallway of the school.

The SAC approves the final version of the School Improvement Plan prior to final adoption by the school board.

## SAC Members

### Members

1) Gail Hamilton (SY 07-09), Principal

2) Jeff Tice (SY 07-09), SAC Chair

3) Cheryl Winkel (SY 07-08), Teacher
4) Dawn Moore (SY 07-09), Teacher
5) Kari Cronin (SY 07-08), Teacher
6) Heather Harbour (SY 08-09), Teacher
7) Bonnie Bowman (SY 08-09), Teacher
8) Joe Perry (SY 08-09), Parent
9) Myrna Moore (SY 07-08), Parent
10) Duane Olsen (SY 07-08), Parent
11) Enid Irizarry (SY 07-09), Parent
12) Carressa Hutchison (SY 08-09), Parent
13) Staci Graff (SY 07-08), Parent
14) Kristen Sario (SY 07-09), Community Member
15) Alan Page (SY 07-09), Community Member
16) Mary Burt (SY 07-09), School Support Personnel

## IMPLEMENTATION EVALUATION

Ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts are written under each goal. For the 2008-2009 school year, the following strategies will be implemented:

\*An instructional calendar has been developed and is revised during pre-planning. Teams follow the pacing guide to ensure students are taught and assessed on the SSS in a developmentally appropriate manner. A copy of grade level instructional calendars are shared with the Curriculum Resource Teacher (CRT) and principal who also assist in the monitoring during the school year. During the 2008-2009 year this will be also monitored by the CIM Team.

\*Teachers provide effective explicit instruction that addresses the FCAT tested SSS benchmarks daily.

\*Teachers turn in assessment results to CRT and principal. Data is reviewed to determine if mastery of required skills have been achieved. This information is shared with additional support personnel to assist with remediation or planning for differentiated instruction by the subject area teacher.

\*The principal conducts weekly classroom walk-throughs to monitor the instructional focus.

\*Focus lessons, mini-lessons and maintenance lessons that address the FCAT tested SSS benchmarks are implemented by the teachers. These are developed based on the grade level expectations, assessment results, and informal observations.

\*Continuation of before- and/or after-school remediation and enrichment opportunities will be provided to targeted students.

\*A school-based professional development calendar has been developed based on NCLB requirements, teacher input, and CREATE survey. The purpose is to increase student learning and to review effective teaching strategies This calendar is distributed at the beginning of the school year and workshops are held approximately once a month. Teachers give input on the workshop and follow up activities are noted in lesson plan books and classroom walk throughs.

\*District provided workshops are offered based on CREATE input and also allows special area teachers (art, music, media, P.E., ESE) to meet with colleagues from other schools. Evaluation forms are completed and the district notes success and need for follow up.

\*The curriculum council consists of one member of each team and meets monthly with the principal, CRT, BRT, and Guidance Counselor.

\*Teams work together monthly to develop lessons utilizing Smart Board technology, lesson strategies, discuss pacing, and differentiated instruction.

\*Principal meets with administrative team (CRT, BRT, Guidance Counselor) weekly to discuss individual student concerns, school improvement items, and curriculum progress.

\*Twice a month, grade level teams meet with the CIM Team (CRT, Title 1 Lead Teacher and principal) to review progress and discuss academic concerns, which includes ways to assist students in the lowest quartile.

\*Parents give feedback on workshops provided by the school to assist with future planning.

## REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

# AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2															Alachua C. W. NORTON ELEMENTARY SCHOOL 0541																													
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade.</a>										Read: 314 Math: 314			2007-2008 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?			NO																								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).															This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.														
	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math																		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N																		
4	100	Y	100	Y	76	Y	76	Y			Y			NA	20	24	NA	26	24	NA	68	NA	72	NA																				
E	100	Y	99	Y	87	Y	87	Y			Y			NA	11	13	NA	14	13	NA	74	NA	81	NA																				
K	100	Y	100	Y	50	N	53	N		91	Y			NA	39	50	N	52	47	N	49	N	51	N																				
NIC		NA		NA		NA		NA			NA			NA			NA			NA		NA																						
		NA		NA		NA		NA			NA			NA			NA			NA		NA																						
CAN N		NA		NA		NA		NA			NA			NA			NA			NA		NA																						
OMICALLY VANTAGED	100	Y	100	Y	58	Y	54	N	93		Y			NA	32	42	NA	41	46	N	56	NA	55	NA																				
SH JAGE IERS		NA		NA		NA		NA			NA			NA			NA			NA		NA																						
ENTS WITH ILITIES	99	Y	99	Y	41	N	43	N			NA			NA	39	59	N	46	57	N	40	N	38	N																				

2007 Adequate Yearly Progress (AYP) Report - Page 2															Alachua C. W. NORTON ELEMENTARY SCHOOL 0541																													
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade.</a>										Read: 344 Math: 344			2006-2007 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?			NO																								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).															This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.														
	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math																		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N																		
4	100	Y	100	Y	80	Y	74	Y			Y			NA	24	21	NA	27	26	NA	76	NA	68	NA																				
E	100	Y	100	Y	89	Y	86	Y			Y			NA	18	11	NA	18	14	NA	83	NA	77	NA																				
K	100	Y	100	Y	61	Y	48	N			NA			NA	42	42	NA	53	52	N	57	NA	52	N																				



	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	84%	83%	90%	58%	315	<b>Writing and Science:</b> Takes into account the % scoring 3.5 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.
<b>% of Students Making Learning Gains</b>	67%	62%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	51% (YES)	54% (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.
Points Earned					549	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District</b> <b>C. W. NORTON ELEMENTARY SCHOOL</b> <b>2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	

<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	86%	80%	98%	51%	315	<b>Writing and Science:</b> Takes into account the % scoring 3.5 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.
<b>% of Students Making Learning Gains</b>	75%	58%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	66% (YES)	55% (YES)			121	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.
Points Earned					569	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District</b> <b>C. W. NORTON ELEMENTARY SCHOOL</b> <b>2005-2006</b>					
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points Earned</b>	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	90%	83%	96%	269	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

<b>% of Students Making Learning Gains</b>	69%	67%		136	<p>3 ways to make gains:</p> <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	63% (YES)			63	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				468	
Percent Tested = 100%					Percent of eligible students tested
<b>School Grade</b>				<b>A</b>	Grade based on total points, adequate progress, and % of students tested