



# School Improvement Plan 2021-2022 Action Plan



Norton Park Elementary

Date Submitted: 6/30/2021

Date(s) Revised: 7/21/21



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL #1</b>	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.
----------------	--

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
1. Utilize Number Talks with fidelity.	Local	August 2021 - May 2022	<b>Implementation:</b> Walk-throughs quarterly. <b>Impact:</b> Math Inventory 3x to 4x per year. <b>Artifacts/Evidence:</b> lesson plans/walkthroughs/Number talks posters	<b>Teachers</b> Coaches
2. Utilize Guided Math workshop model daily.	Local	August 2021 - May 2022	<b>Implementation:</b> Walk-throughs using Look-for checklist quarterly. <b>Impact:</b> Common assessments TBD by grade level. <b>Artifacts/Evidence:</b> lesson plans/checklist/common assessments data.	<b>Teachers</b> Coaches
3. Consistently utilize data CCC to plan for differentiated instruction specific to student needs.	Local	August 2021 - May 2022	<b>Implementation:</b> walk-throughs/ Data CCC meetings bi-weekly. <b>Impact:</b> Common assessments TBD by grade level/Math Inventory quarterly. <b>Artifacts/Evidence:</b> lesson plans/CCC minutes/small group lesson plans.	<b>Admin</b> Coaches Teachers
4. Develop fact fluency daily.	Local	August 2021 - May 2022	<b>Implementation:</b> small group rotations/ mini lesson weekly/independent practice daily. <b>Impact:</b> Math Inventory quarterly and common assessments TBD by grade level. <b>Artifacts/Evidence:</b> Student performance graph/chart, lesson plans.	<b>Teachers</b> Coaches
5. Develop and utilize common vocabulary throughout grade levels.	Local	August 2021 - May 2022	<b>Implementation:</b> Whole/small group daily. Walkthroughs quarterly. <b>Impact:</b> Math Inventory quarterly and common assessments TBD by grade level. <b>Artifacts/Evidence:</b> Classroom look-fors, lesson plans, word walls	<b>Teachers</b> Coaches



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## EFFECTIVE LEADERSHIP

GOAL #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Administration will conduct observations (Focus Walks).	Local	August 2021- May 2022	<b>Implementation:</b> Focus walk; quarterly  <b>Artifacts/Evidence:</b> Observation Notes, Focused Checklist	<b>Admin</b>
2. Administration will review lesson plans.	Local	August 2021- May 2022	<b>Implementation:</b> Oncourse; weekly  <b>Artifacts/Evidence:</b> Lesson Plans	<b>Admin</b>
3. Administration will set expectations, monitor and define fidelity for Number Talks and Guided Math workshop model.	Local	August 2021- May 2022	<b>Implementation:</b> Observations and walkthroughs as determined by admin.  <b>Artifacts/Evidence:</b> Lesson Plans, walk-throughs	<b>Admin</b>
4. Provide scheduled, collaborative planning time to outline upcoming 9 weeks.	Local	August 2021- May 2022	<b>Implementation:</b> Collaboration meetings every 9 weeks.  <b>Artifacts/Evidence:</b> Meeting agenda and notes	<b>Admin</b>
5. Administration will hire one academic coach to implement instructional model, support and train teachers.	Title I	August 2021- May 2022	<b>Implementation:</b> Title I funds used yearly.  <b>Artifacts/Evidence:</b> CCSD Alternative Evaluation/Coaches log	<b>Admin</b>
6. Administration will hire a teacher for 5 <sup>th</sup> grade to reduce class sizes and provide more time to implement research-based strategies.	Title I	August 2021- May 2022	<b>Implementation:</b> Title I funds used yearly.  <b>Artifacts/Evidence:</b> Lesson plans/Evaluations and walkthroughs of reduced class working/grade level data.	<b>Admin</b>



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

PROFESSIONAL CAPACITY				
GOAL #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Continue to provide modeling for Number Talks.	Title I	August 2021- May 2022	<b>Implementation:</b> Professional Development Fall and Spring/Classroom modeling; ongoing  <b>Artifacts/Evidence:</b> Meeting agenda and notes/Coaches log.	<b>Coaches</b> Admin
2. Continue to provide support for Guided Math and using data to differentiate.	Title I	August 2021- May 2022	<b>Implementation:</b> Professional Development/Data CCC's bi-weekly/Classroom modeling.  <b>Artifacts/Evidence:</b> Meeting agenda and notes/coach's log.	<b>Coaches</b> Admin
5. Individual support provided based on teacher needs	Title I/Local	August 2021- May 2022	<b>Implementation:</b> Modeling/Coaching cycles/Observations and feedback daily.  <b>Artifacts/Evidence:</b> Coaches log	<b>Coaches</b> Admin
6. Provide New Teacher Academy to support new teachers.	Local	August 2021- May 2022	<b>Implementation:</b> Meetings/Modeling/ Peer observations and feedback/ Assigned mentor  <b>Artifacts/Evidence:</b> Agendas/PPT presentations	<b>Coaches</b> Mentors



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL #1</b>	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.
----------------	--

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Push-in tutoring program implementation to support students showing difficulty with Math concepts.	Title I/20 Day	September 2021 through May 2022	<b>Implementation:</b> Tutor pushes in daily <b>Impact:</b> Math Inventory/Common assessments <b>Artifacts/Evidence:</b> Tutor timesheet, student rosters, lesson plans	<b>Coaches</b> Admin
2. After-school tutoring support based on students not mastering standards.	Title I/20 Day	Spring 2022	<b>Implementation:</b> After school tutoring support sessions daily. <b>Impact:</b> Math Inventory/Common assessments <b>Artifacts/Evidence:</b> Tutor timesheet/Student attendance rosters, lesson plans	<b>Coaches</b> Admin Teachers
3. Summer Camp program for students considered for retention and students in need of a jump start in previewing.	Title I	June 2022	<b>Implementation:</b> Summer camp support program 4 to 6 weeks. <b>Impact:</b> Math Inventory/common assessments. <b>Artifacts/Evidence:</b> Summer Camp timesheet/Student attendance rosters/Lesson Plans	<b>Admin</b> Coaches
4. Implement student goal setting conferences using MI data	Title I	August 2021- May 2022	<b>Implementation:</b> teacher student conferences 3x to 4x per year. <b>Impact:</b> Math Inventory scores <b>Artifacts/Evidence:</b> teacher student conferences, MI reports	<b>Teachers</b> Coaches



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## FAMILY AND COMMUNITY ENGAGEMENT

<b>GOAL #1</b>	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.
----------------	--

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
1. Conduct virtual daytime and evening parent workshops to provide parents with strategies and resources for math.	Title I	October 2021, February 2022	<b>Implementation:</b> Parent workshops 2x per year.  <b>Artifacts/Evidence:</b> Sign-in sheets and handouts samples	<b>Coaches</b> Parent Facilitator
2. Equip parents with Math Strategy Guides that can be used at home to assist children.	Title I	October 2021	<b>Implementation:</b> School Compact/Friday folders/Content night yearly.  <b>Artifacts/Evidence:</b> Conference sign-in sheets/handouts and samples	<b>Coaches</b> Parent Facilitator Teachers
3. Host Family Math Night with math engagement strategies.	Title I	September 2021	<b>Implementation:</b> Math Night 2x per year.  <b>Artifacts/Evidence:</b> Sign-in sheets, artifacts	<b>Coaches</b> Parent Facilitator Teachers
4. Host Family Grade/Content-Specific Night with training on curriculum, resources and engagement strategies.	Title I	(TBD)	<b>Implementation:</b> Family Grade/Content-Specific Night yearly.  <b>Artifacts/Evidence:</b> Sign-in sheets, artifacts	<b>Coaches</b> Parent Facilitator Teachers
5. Implement a virtual Parent University 2x a year to provide parents with strategies to support students with grade level standards and parental involvement.	Title I	October 2021, February 2022	<b>Implementation:</b> Day time/evening sessions virtually, 2x per year.  <b>Impact:</b> Math Inventory scores  <b>Artifacts/Evidence:</b> Sign-in sheets, parent surveys, presentations	<b>Coaches.</b> P. Facilitator



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #1	The percentage of students scoring proficient or advanced on Math Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>	
Economically Disadvantaged	Provide workshops for parents to access resources and support number sense at home.	Title I	August 2021- May 2022	<b>Implementation/Impact:</b> Parent workshops quarterly/Math Inventory  <b>Artifacts/Evidence:</b> parent sign-in	<b>P. Fac.</b> Coaches, Teachers
English Learners	Provide interpreters for parents and have necessary communication translated.	Title I	August 2021- May 2022	<b>Implementation/Impact:</b> Request and schedule translators for scheduled meetings. Provide assistive technology ongoing and as needed.  <b>Artifacts/Evidence:</b> Sign-in sheets/Agenda/translator request form.	<b>P. Fac.</b> ESOL
	ESOL teacher will provide interventions.	Title I			<b>ESOL</b> Admin
Race / Ethnicity					
Foster and Homeless	Implement a process to monitor attendance and provide at home resources to support number sense.		August 2021- May 2022	<b>Implementation/Impact:</b> CSIS reports  <b>Artifacts/Evidence:</b> CSIS reports	<b>Counselor</b> Coaches
	Social worker will ensure students are provided with needs outside of school.			<b>Implementation/Impact:</b> Social worker log  <b>Artifacts/Evidence:</b> Social worker log	<b>Social worker</b>
Migrant	Social worker will work with IWC to provide support to families.		August 2021- May 2022	<b>Implementation/Impact:</b> Social worker log  <b>Artifacts/Evidence:</b> Social Worker log	<b>Social worker</b>



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

<b>Students with Disabilities</b>	SSA will provide time for teachers to collaborate, review IEP's and implement strategies.			<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	<b>SSA</b>
-----------------------------------	---	--	--	---	------------





# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL #2</b>	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.			
<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>● <b>Method for Monitoring Implementation (Frequency)</b></li> <li>● <b>Method for Monitoring Impact (Frequency)</b></li> <li>● <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Lead (bold)</b></li> <li>● <b>Support</b></li> </ul>
1. Utilize Guided Reading workshop model daily and implement Jan Richardson's Next Steps model with fidelity.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Walk-throughs using Look-for checklist quarterly.</p> <p><b>Impact:</b> Next Step assessments 3 times a year, common assessments TBD by grade level, Reading Inventory 3 to 4 times a year</p> <p><b>Artifacts/Evidence:</b> lesson plans (J. Richardson small group lesson plans)/checklist/common assessments data.</p>	<b>Teachers</b> Coaches
2. Utilize data CCC with fidelity to plan for differentiated instruction aligned with student needs.	Local	August 2021 – May 2022	<p><b>Implementation:</b> walk-throughs/ Data CCC meetings bi-weekly.</p> <p><b>Impact:</b> Next Steps Assessments, Common assessments TBD by grade level/Reading Inventory quarterly.</p> <p><b>Artifacts/Evidence:</b> lesson plans/CCC minutes/ J. Richardson small group lesson plans.</p>	<b>Teachers</b> Coaches
3. Implement vocabulary-based and sight word instruction K-5.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Walk-throughs using Look-for checklist quarterly.</p> <p><b>Impact:</b> Reading Inventory quarterly, Common assessments TBD by grade level</p> <p><b>Artifacts/Evidence:</b> K-2 Sight word initiative, lesson plans, small group plans (reading/phonics)</p>	<b>Teachers</b> Coaches
4. Implement K-3 early literacy framework and transition phonics instruction in grades 3-5.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Walk-throughs using Look-for checklist quarterly.</p> <p><b>Impact:</b> Reading Inventory quarterly</p> <p><b>Artifacts/Evidence:</b> lesson plans, small group plans (reading/phonics), Phonics Data meeting minutes</p>	<b>Teachers</b> Coaches
5. Integrate Headsprout into daily reading instruction for K-2 and StoryWorks Jr. in 3-5.	Title I/District	August 2021 – May 2022	<p><b>Implementation:</b> Walk-throughs using Look-for checklist quarterly.</p> <p><b>Impact:</b> Reading Inventory quarterly</p> <p><b>Artifacts/Evidence:</b> Usage reports, Lesson plans, small group lesson plans</p>	<b>Teachers</b> Coaches



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

6. Integrate Reading in the Social Studies and Science content areas.	Local	August 2021 – May 2022	<b>Implementation:</b> Walk-throughs using Look-for checklist quarterly. <b>Impact:</b> Reading Inventory quarterly <b>Artifacts/Evidence:</b> Programs and resources, lesson plans, small group lesson plans	<b>Teachers Coaches</b>
---	-------	------------------------	---	-------------------------



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

EFFECTIVE LEADERSHIP				
GOAL #2	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Provide scheduled, collaborative planning time to outline upcoming 9 weeks.	Title I	August 2021- May 2022	<b>Implementation:</b> Schedule/Attend; quarterly  <b>Artifacts/Evidence:</b> 9 week collaboration schedule, Meeting agenda and notes	<b>Administration</b> Coaches
2. Administration will set expectations, monitor and define fidelity for Jan Richardson Guided Reading model and K-3 early literacy framework model.	Local	August 2021- May 2022	<b>Implementation:</b> Walk Throughs, Look Fors checklist, observations; quarterly  <b>Artifacts/Evidence:</b> Lesson plans	<b>Administration</b> Coaches
3. Administration will hire one academic coach to assist with implementation of the instructional model and support/train teachers.	Title I	August 2021- May 2022	<b>Implementation:</b> CCSD Alternative Evaluation  <b>Artifacts/Evidence:</b> CCSD Alternative Evaluation, coaches log	<b>Administration</b> Coaches
4. Administration will set expectations, monitor and provide the framework for the use of common assessments.	Local	August 2021- May 2022	<b>Implementation:</b> CCC meetings; bi-weekly  <b>Artifacts/Evidence:</b> CTLS reports, PLC minutes, common assessments	<b>Administration</b> Coaches
5. Administration will hire Read 180/System 44 teacher who will support students that are below grade level in reading.	Title I	August 2021- May 2022	<b>Implementation:</b> CCSD Evaluation;  <b>Artifacts/Evidence:</b> Lesson plans, Data reports	<b>Administration</b> Coaches
6. Administration will hire a teacher for 5 <sup>th</sup> grade to reduce class sizes and provide more time to implement research-based strategies.	Title I	August 2021- May 2022	<b>Implementation:</b> Walk Throughs, Look Fors checklist, observations  <b>Artifacts/Evidence:</b> Lesson plans	<b>Administration</b> Coaches



# TITLE I

ASSESS. ACHIEVE. SUCCEED.



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

**PROFESSIONAL CAPACITY**

**GOAL #2** The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Mentor meetings to support teachers new to the district/teaching.	Title I	August 2021-May 2022	<b>Implementation:</b> Meetings/Modeling/ Peer observations and feedback/ Assigned mentor; monthly  <b>Artifacts/Evidence:</b> Agendas/PPT presentations	<b>Coaches</b>
2. Provide ongoing Jan Richardson Guided Reading support.	Title I	August 2021-May 2022	<b>Implementation:</b> Professional Development monthly, Modeling, Peer observations/feedback; ongoing  <b>Artifacts/Evidence:</b> Sign in sheets, surveys, coaching logs	<b>Coaches</b> Admin Teachers
3. Provide support on intensive phonics instruction and strategies for the K-3 Early Literacy Framework and 3-5 transitioning of phonics.	Title I	August 2021-May 2022	<b>Implementation:</b> Walkthroughs; quarterly, Professional Development; monthly, Modeling/Observations; ongoing  <b>Artifacts/Evidence:</b> Lesson plans, coaching log, surveys, sign in sheets	<b>Coaches</b>
4. Provide support and guidance for the use of Next Steps and common assessments data.	Title I	August 2021-May 2022	<b>Implementation:</b> Professional Development; monthly, CCC meetings; bi-weekly  <b>Artifacts/Evidence:</b> Common assessments, Next Steps data, CCC meeting minutes, Sign in sheets, coaching logs	<b>Coaches</b>
5. Provide support and guidance on implementation of vocabulary-based and sight word instruction	Title I	August 2021-May 2022	<b>Implementation:</b> Walkthroughs; quarterly, Professional Development; monthly, Modeling/Observations; ongoing  <b>Artifacts/Evidence:</b> Lesson plans, coaching log, surveys, sign in sheets	<b>Coaches</b>



# TITLE I

ASSESS. ACHIEVE. SUCCEED.



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL #2</b>	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.			
<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
1. Continue utilizing Read 180 program.	Title I	August 2021 through May 2022	<b>Implementation:</b> Logic Models; midyear/end of year <b>Impact:</b> Reading Inventory, Lexile levels <b>Artifacts/Evidence:</b> Data from specific RTI probes, Lesson Plans, Logic Model goals	<b>Read 180 teacher</b> Teachers
2. Push in tutoring program implementation to support students scoring low percentages in academic areas.	Title I/20 Day	October 2021 through May 2022	<b>Implementation:</b> Tutor pushes in daily <b>Impact:</b> Reading Inventory/Common assessments <b>Artifacts/Evidence:</b> Tutor timesheet, student rosters, tutor lesson plans	<b>Tutor</b> Teachers Coaches
3. Offer before school tutoring to support literacy for students in grades K-2.	Title I/20 Day	September 2021 through March 2022	<b>Implementation:</b> Before school tutoring support sessions daily. <b>Impact:</b> Reading Inventory/Common assessments <b>Artifacts/Evidence:</b> Tutor timesheet/Student attendance rosters	<b>Tutor</b>
4. Offer after school tutoring for students performing below grade level standards.	Title I/20 Day	Spring 2022	<b>Implementation:</b> After school tutoring support sessions daily. <b>Impact:</b> Reading Inventory/Common assessments <b>Artifacts/Evidence:</b> Tutor timesheet/Student attendance rosters	<b>Coaches</b> Tutor
5. Summer Camp for retention students and students needing to jump start the school year with a preview.	Title I/20 Day	June/July 2022	<b>Implementation:</b> Summer camp support program 4 to 6 weeks. <b>Impact:</b> Reading Inventory/common assessments. <b>Artifacts/Evidence:</b> Summer Camp timesheet/Student attendance rosters/Lesson Plans	<b>Coaches</b> Admin



**FAMILY AND COMMUNITY ENGAGEMENT**

GOAL #2	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Host Family Grade/Content Night to equip families with reading strategies that can be used at home.	Title I	October 2021	<b>Implementation:</b> School Compact/Friday folders/Content night yearly.  <b>Artifacts/Evidence:</b> Conference sign-in sheets/handouts and samples	<b>P Facilitator</b> Coaches Teachers
2. Conduct virtual daytime and evening parent workshops to provide parents with strategies and resources for reading.	Title I	September 2021 January 2022	<b>Implementation:</b> Parent workshops 2x per year.  <b>Artifacts/Evidence:</b> Sign-in sheets and handouts samples	<b>P Facilitator</b> Coaches
3. Host Family Literacy Night integrating engagement strategies with a focus on vocabulary.	Title I	TBD 2x times a year	<b>Implementation:</b> Host literacy night; 2x year  <b>Artifacts/Evidence:</b> sign-in sheets, resources handouts and samples	<b>P Facilitator</b> Coaches Teachers
4. Host a weekly English class for parents.	Local/Title I	Weekly	<b>Implementation:</b> Parent English class; weekly  <b>Artifacts/Evidence:</b> Sign-in sheets	<b>P Facilitator</b> Teacher
6. Implement a virtual Parent University 2x a year to provide parents with strategies to support students with grade level standards and parental involvement.	Title I	October 2021, February 2022	<b>Implementation:</b> Day time/evening sessions virtually, 2x per year.  <b>Impact:</b> Reading Inventory scores  <b>Artifacts/Evidence:</b> Sign-in sheets, parent surveys, presentations	<b>Coaches.</b> P. Facilitator





**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

STUDENT GROUPS					
Goal #2	The percentage of students scoring proficient or advanced on Reading Inventory will increase 15 percentage points from the August 2021 administration to the May 2022 administration.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation/Impact</li> <li>• Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>	
Economically Disadvantaged	Provide Headsprout workshops for parents to access resources and support literacy at home.	Title I	August 2021- May 2022	<b>Implementation/Impact:</b> Parent workshops quarterly/Reading Inventory  <b>Artifacts/Evidence:</b> Usage reports, parent sign-in	<b>P Facilitator</b> Coaches
				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	
English Learners	Provide interpreters for parents and have necessary communication translated.	Title I	August 2021- May 2022	<b>Implementation/Impact:</b> Request and schedule translators for scheduled meetings. Provide assistive technology ongoing and as needed.  <b>Artifacts/Evidence:</b> Sign-in sheets/Agenda/translator request form.	<b>P Facilitator</b> ESOL teacher
	ESOL teacher will provide interventions.	Title I		<b>Implementation/Impact:</b> Push in segments; daily  <b>Artifacts/Evidence:</b> lesson plans, Lexia data	<b>ESOL teacher</b>
Race / Ethnicity				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	
				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	
Foster and Homeless	Implement a process to monitor attendance and provide at home resources to support literacy.		August 2021- May 2022	<b>Implementation/Impact:</b> CSIS reports  <b>Artifacts/Evidence:</b> CSIS reports	<b>Counselors</b>
	Social worker will ensure students are provided with needs outside of school.			<b>Implementation/Impact:</b> Social worker log  <b>Artifacts/Evidence:</b> Social worker log	<b>Social Worker</b>
Migrant	Social worker will work with IWC to provide support to families.		August 2021- May 2022	<b>Implementation/Impact:</b> Social worker log  <b>Artifacts/Evidence:</b> Social worker log	<b>Social Worker</b>



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

				<b>Implementation/Impact:</b>	
				<b>Artifacts/Evidence:</b>	
<b>Students with Disabilities</b>	SSA will provide time for teachers to collaborate, review IEP's and implement strategies.		August 2021- May 2022	<b>Implementation/Impact:</b>	<b>SSA</b>
				<b>Artifacts/Evidence:</b>	
				<b>Implementation/Impact:</b>	
				<b>Artifacts/Evidence:</b>	



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL #3** The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.

Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
1. Implement Lucy Calkins Units of Study daily in writing workshop.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Walkthroughs, observations/peer observations quarterly.</p> <p><b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.</p> <p><b>Artifacts/Evidence:</b> look-for checklist, lesson plans, spreadsheet and common assessments.</p>	<b>Teachers</b> Coaches
2. Utilize Units of Study pre and post Benchmark assessments.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Data CCC meetings bi-weekly/OnDemand Assessments 2x per quarter.</p> <p><b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.</p> <p><b>Artifacts/Evidence:</b> Rubrics, lesson plans, pre/post spreadsheet, common assessments.</p>	<b>Teachers</b> Coaches
3. Launch Writing Workshop using the district launch units and focus on the use of common language in the writing instruction.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Writing workshop launch units 4-6 weeks.</p> <p><b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.</p> <p><b>Artifacts/Evidence:</b> Lesson plans, learning walks, anchor charts</p>	<b>Teachers</b> Coaches
4. Utilize a whole school strategy for the writing process.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Units of Study usage daily</p> <p><b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.</p> <p><b>Artifacts/Evidence:</b> Lesson plans, anchor charts, conferencing plans and notes.</p>	<b>Teachers</b> Coaches
6. Integrate Reading in the Social Studies and Science content areas.	Local	August 2021 – May 2022	<p><b>Implementation:</b> Walk-throughs using Look-for checklist quarterly.</p> <p><b>Impact:</b> Reading Inventory quarterly</p> <p><b>Artifacts/Evidence:</b> Programs and resources, lesson plans, small group lesson plans</p>	<b>Teachers</b> Coaches



EFFECTIVE LEADERSHIP				
GOAL #3	The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.			
Action Step(s)	Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>• Method for Monitoring Implementation (Frequency)</li> <li>• Method for Monitoring Impact (Frequency)</li> <li>• Artifacts/Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lead (bold)</li> <li>• Support</li> </ul>
1. Administration will set expectations, monitor and define fidelity for writing workshop model.	Local	August 2021-May 2022	<b>Implementation:</b> Walk Throughs, Look Fors checklist, observations TBD by admin.  <b>Artifacts/Evidence:</b> Lesson plans, anchor charts	<b>Admin</b>
2. Administration will conduct observations (Focus walks)	Local	August 2021-May 2022	<b>Implementation:</b> Focus walks quarterly  <b>Artifacts/Evidence:</b> Observation notes/checklists.	<b>Admin</b>
3. Administration will review lesson plans.	Local	August 2021-May 2022	<b>Implementation:</b> Lesson Plan review weekly.  <b>Artifacts/Evidence:</b> Lesson plans	<b>Admin</b>
4. Administration will set expectations for constructed/extended response strategy.	Local	August 2021-May 2022	<b>Implementation:</b> Observations, walkthroughs quarterly  <b>Artifacts/Evidence:</b> Lesson Plans	<b>Admin Coaches</b>
5. Administration will hire a 5 <sup>th</sup> grade teacher to reduce class size to provide more time to implement research-based strategies.	Title I	August 2021-May 2022	<b>Implementation:</b> Walkthroughs and observations quarterly  <b>Artifacts/Evidence:</b> Lesson plans and anchor chats, grade level data.	<b>Admin Coaches</b>



# TITLE I

ASSESS. ACHIEVE. SUCCEED.

## PROFESSIONAL CAPACITY

<b>GOAL #3</b>	The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.
----------------	---

<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
1. Provide writing workshop professional development, utilizing Lucy Calkins Units of Study.	Title I	August 2021-May 2022	<b>Implementation:</b> Professional Development monthly; modeling ongoing; peer observations  <b>Artifacts/Evidence:</b> Sign in sheet, coaching logs, observation notes; surveys	<b>Coaches</b> Teachers Admin
2. Provide professional development for common scoring practices in writing.	Title I	August 2021-May 2022	<b>Implementation:</b> Professional development monthly, modeling ongoing.  <b>Artifacts/Evidence:</b> Sign in sheet, coaching logs, observation notes; surveys	<b>Coaches</b> Admin
3. Provide teachers the opportunities to plan writing collaboratively each quarter.	Title I	August 2021-May 2022	<b>Implementation:</b> Professional Development monthly; modeling ongoing; peer observations  <b>Artifacts/Evidence:</b> Sign in sheet, coaching logs, observation notes; surveys	<b>Coaches</b> Admin Teachers
4. Provide professional development and resources that support the development of the writing process.	Title I	August 2021-May 2022	<b>Implementation:</b> Professional Development monthly; modeling – ongoing.  <b>Artifacts/Evidence:</b> Sign in sheet, coaching logs, observation notes, demonstrations.	<b>Coaches</b> Admin
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL #3</b>	The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.			
<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>● <b>Method for Monitoring Implementation (Frequency)</b></li> <li>● <b>Method for Monitoring Impact (Frequency)</b></li> <li>● <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Lead (bold)</b></li> <li>● <b>Support</b></li> </ul>
1. Recognize students for their writing at an Author's celebration.	Title I	September 2021 through May 2022	<p><b>Implementation:</b> Recognition events quarterly with commentary.</p> <p><b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.</p> <p><b>Artifacts/Evidence:</b> Writing submissions, coaching logs, scoring rubrics.</p>	<p><b>Teachers</b></p> <p><b>Coaches</b></p> <p>P. Facilitator</p>
2. Display student writing with meaningful commentary.	Local	August 2021-May 2022	<p><b>Implementation:</b> Display of student work with commentary, ongoing.</p> <p><b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.</p> <p><b>Artifacts/Evidence:</b> Writing submissions, coaching logs, observations, learning walks, scoring rubrics.</p>	<p><b>Teachers</b></p> <p><b>Coaches</b></p>
3. Recognize one student monthly per classroom K-5 to celebrate student writing scoring meets or exceeds.		October 2021-May 2022	<p><b>Implementation:</b> Display of student work with commentary, monthly</p> <p><b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.</p> <p><b>Artifacts/Evidence:</b> Writing submissions, coaching logs, observations, learning walks, scoring rubrics.</p>	<p><b>Teachers</b></p> <p><b>Coaches</b></p>
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	
			<p><b>Implementation:</b></p> <p><b>Impact:</b></p> <p><b>Artifacts/Evidence:</b></p>	



**TITLE I**

ASSESS. ACHIEVE. SUCCEED.

**FAMILY AND COMMUNITY ENGAGEMENT**

<b>GOAL #3</b>	The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.			
<b>Action Step(s)</b>	<b>Funding Source(s)</b>	<b>Start Date</b>	<ul style="list-style-type: none"> <li>• <b>Method for Monitoring Implementation (Frequency)</b></li> <li>• <b>Method for Monitoring Impact (Frequency)</b></li> <li>• <b>Artifacts/Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead (bold)</b></li> <li>• <b>Support</b></li> </ul>
1. Equip parents with strategies and prompts during conferences to encourage writing at home.	Title I	October 2021	<b>Implementation:</b> Conferences one a year and as needed.  <b>Artifacts/Evidence:</b> Conference sign-in sheets	<b>Teachers</b> Parent Facilitator Coaches
2. Recognize students for their writing at an Author's celebration.	Title I	October 2021-May 2022	<b>Implementation:</b> Recognition events quarterly.  <b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.  <b>Artifacts/Evidence:</b> Writing submissions, coaching logs, scoring rubrics, family in	<b>Teachers</b> <b>Coaches</b> P. Facilitator
3. Recognize one student monthly per classroom K-5 to celebrate student writing scoring meets or exceeds.		October 2021-May 2022	<b>Implementation:</b> Display of student work with commentary, monthly  <b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.  <b>Artifacts/Evidence:</b> Writing submissions, coaching logs, observations, learning walks, scoring rubrics.	<b>Teachers</b> Coaches P. Facilitator
6. Implement a virtual Parent University 2x a year to provide parents with strategies to support students with grade level standards and parental involvement.	Title I	October 2021, February 2022	<b>Implementation:</b> Day time/evening sessions virtually, 2x per year.  <b>Impact:</b> Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level  <b>Artifacts/Evidence:</b> Sign-in sheets, parent surveys, presentations	<b>Coaches.</b> P. Facilitator
			<b>Implementation:</b>  <b>Artifacts/Evidence:</b>	



**STUDENT GROUPS**

Goal #3	The percentage of students scoring meets or exceeds, on Lucy Calkins Units of Study Benchmark assessments, will increase 15 percentage points from the pre to the post assessment during the 2021-2022 school year.				
Action Step(s)	Possible Funding Source(s)	Start Date	<ul style="list-style-type: none"> <li>Method for Monitoring Implementation/Impact</li> <li>Artifacts/Evidence to verify implementation</li> </ul>	<ul style="list-style-type: none"> <li>Lead (bold)</li> <li>Support</li> </ul>	
Economically Disadvantaged	Provide virtual workshops for parents to access resources and support writing at home.	Title I	August 2021 May 2022	<b>Implementation/Impact:</b> Parent workshops quarterly/ Pre/post writing data spreadsheet quarterly/common assessments TBD by grade level.  <b>Artifacts/Evidence:</b> parent sign-in/Surveys	<b>P. Fac. Coaches Teachers</b>
				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	
English Learners	Provide interpreters for parents and have necessary communication translated.	Title I	August 2021 May 2022	<b>Implementation/Impact:</b> Request and schedule translators for scheduled meetings. Provide assistive technology ongoing and as needed.  <b>Artifacts/Evidence:</b> Sign-in sheets/Agenda/translator request form	<b>P. Fac. ESOL</b>
	ESOL teacher will provide interventions.	Title I		<b>Implementation/Impact:</b> Push in segments; daily  <b>Artifacts/Evidence:</b> lesson plans, Lexia data	<b>ESOL</b>
Race / Ethnicity				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	
				<b>Implementation/Impact:</b>  <b>Artifacts/Evidence:</b>	
Foster and Homeless	Implement a process to monitor attendance and provide at home resources to support writing.		August 2021 May 2022	<b>Implementation/Impact:</b> CSIS reports  <b>Artifacts/Evidence:</b> CSIS reports	<b>Counselors</b>
	Social worker will ensure students are provided with needs outside of school.			<b>Implementation/Impact:</b> Social worker log  <b>Artifacts/Evidence:</b> Social Worker log	<b>Social worker</b>





# TITLE I

ASSESS. ACHIEVE. SUCCEED.

Migrant	Social worker will work with IWC to provide support to families.		August 2021 May 2022	Implementation/Impact: Social worker log Artifacts/Evidence: Social worker log	Social worker
				Implementation/Impact: Artifacts/Evidence:	
Students with Disabilities	SSA will provide time for teachers to collaborate, review IEP's and implement strategies.		August 2021 May 2022	Implementation/Impact: Artifacts/Evidence:	SSA
				Implementation/Impact: Artifacts/Evidence:	

## FY22 TITLE I SIP REQUIRED QUESTIONS

CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA  
References: Schoolwide Checklist (3.a., 3.c., 3.d.)



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

**Statement #1:** The School Improvement Plan is developed during a one-year period FY 22 as outlined in **Sec. 114(b) (1-5) of ESSA.**

**Statement #2: (Monitoring)** The School Improvement Plan remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

**Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Question #1:** Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

**References: Schoolwide Checklist (2.iii.d)**



**Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:

- Provide on-going learning opportunities for all
- Improve teaching and learning
- Target student outcomes and goals of schools and districts
- Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
- Establish study groups (e.g., book studies, professional magazine articles, etc)
- Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art, science, math and physical education)

**Norton Park Elementary-** Professional development will be provided based on the features of this plan. It will be focused on what the teachers here at Norton Park need to know and be able to do for their students. Professional learning opportunities will be focused, reflective, and coherent.



**Question #2:** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]**

**References: Schoolwide Checklist (2.iii.d)**

All students at Norton Park will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.

At Norton Park we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.



[Empty response area for Question #3]

**Question #3:** Describe how the Title I instructional program address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); [Sec. 1114(b)(7)(ii)]

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)**

Norton Park

We are using data to drive instruction through our PLCs. We use the RTI framework to identify students that may need additional support. We consistently provide training on the framework. The hiring process is done with a critical eye, focusing on recruiting and retaining highly qualified staff members to provide instruction. Teachers are provided with staff development to meet the



needs of the students. The teachers will continue to be provided training on using a variety of strategies.

The school counselors provide a comprehensive counseling program that is data driven and appropriate for the developmental needs of each student. The program centers on providing all students with regularly scheduled classroom guidance lessons that focus on the skills needed to improve student’s knowledge and attitudes in areas outside of the academic subjects. Small group counseling is also provided for at risk students who may be encountering life changes, behavior management challenges or other experiences which are impeding their learning. On-going individual counseling is available for at risk students who need more intense school counseling support. The counselors offer resources to parents when a student requires more therapeutic counseling beyond what the school provides.

Students are exposed to postsecondary education, career options and the world of work through classroom guidance activities and our annual College & Career Week.

Various mental health agencies are permitted to meet with their individual students on campus at specific times of the day, after parent permission has been given.

Positive Behavior Interventions & Supports (PBIS) is a tiered model that has been implemented to improve the social and emotional atmosphere of the school and to prevent and address problem behaviors.

Response to Intervention (RTI) is another tiered model process that uses early identification to support students who are struggling academically or behaviorally. Various school personnel implement interventions with increasing levels of intensity to accelerate the student’s achievement.

**Question #4:** Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

***(Only include for Local School with students residing in N & D facilities)***

Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. “In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s).”



**Question #5:** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]**

Norton Park

Positive Behavioral Intervention & Supports (PBIS) is in place. State/district leadership teams and the school PBIS team regularly assess the status of implementation of the PBIS framework. This framework is used to reduce the number of removals from the classrooms of all subgroups served in our school. Assessment results are then used to change action plans to help all students be successful in the classroom.



**Question #6:**

**Transition:**

**ES:** Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]**

**References: Schoolwide Checklist 2.a.iii.e**

OR

**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. **[Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c**





Norton Park

Each year, in the spring, we will invite the preschool students and staff attending the surrounding preschools to visit Norton Park for a tour and orientation. This gives the soon to be kindergarten students an opportunity to see the school, ask questions and get them excited about coming to Norton Park. We will also offer a kindergarten academy over the summer for incoming kindergarteners.

Also, our 5<sup>th</sup> graders will visit a feeder middle school. They will tour the building, meet with counselors and have an opportunity to acquire information about the middle school experience.

**Question #7:** If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

(Local School that is **TA Schools Only**)

**Question #8:** Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.



## TITLE I

ASSESS. ACHIEVE. SUCCEED.

Title I equipment is utilized in a variety of ways. Instructional materials are used for both whole group and small group instruction in Reading, Language Arts, and Math. These materials are housed with the academic coaches. Teachers check them out when needed and return when finished. When technology is received, it is cataloged in the media center. Teachers and students are permitted to check these items out from the media clerk desk. Teachers/students return equipment at the end of the day.

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).



# TITLE I

ASSESS. ACHIEVE. SUCCEED.