Norcrest Elementary School

2019-20 Schoolwide Improvement Plan

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Norcrest Elementary School

3951 NE 16TH AVE, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Marc Charpentier

Start Date for this Principal: 8/28/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: C (47%) 2015-16: C (41%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

MISSION

The T.I.G.E.R.S. program is designed to provide students with

character education focusing on social, environmental, and

technological sciences.

Students are provided with authentic learning opportunities

that align FSA standards with thematic units, and

project-inquiry based learning.

Provide the school's vision statement.

The vision at Norcrest Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Charpentier, Marc	Principal	· Establish and monitor a school mission and goals that are aligned with the district's mission and goals. · Model and maintain high standards of professional conduct. · Collaborate and provide resources to ensure the development of the School's Improvement Plan. · Oversee the selection and acquisition of instructional materials and equipment. · Safe Team Coordinator · ESE/ESOL Monitoring · Report Cards/Interims Monitoring · Monitor and maintains the school budget. · Facilities Supervisor · Safety and Security Supervisor · Construction Supervisor · Curriculum Administrator · Evaluation Supervisor · Personnel Supervisor · Partners in Education Supervisor · Assessments Supervisor · Student Recognition Coordinator · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom and campus. · Access, analyze, interpret and use data in decision-making. · Everything Else!
Robinson, Frederick	Assistant Principal	· Principal's Designee · EEO Liaison

Name	Title	Job Duties and Responsibilities
		· Threat Assessment Supervisor
		· Attendance /BTIP Administrator
		· Student Discipline/Discipline Matrix
		· Facilities/Maintenance
		· Parental Concerns
		· Student Pictures
		· Customer Survey
		· Evaluations – Non-Instructional/Instructional (Marzano)
		· Growth Plan
		· Universal Precautions
		· Cafeteria Monitoring
		· Arrival/Dismissal Coordinator
		· Behavioral Assemblies
		· Emergency Drills-Fire/Tornado Codes
		· Early Release Coordinator
		· Support Staff Member
		· Maintain a healthy lifestyle and promote wellness.
		· Dress in a manner that is appropriate for classroom activities and projects a professional image.
		· Any other duties assigned by the Principal.
Leonard, Mindy	Instructional Coach	· Create a literacy/math/science environment conducive to effective instruction.
		· Demonstrate (model) effective learning strategies in classrooms.
		· Assists with student testing.
		· Use assessment data to assist administrators with placement of students in appropriate instructional or intervention programs.

Name	Title	Job Duties and Responsibilities
		· Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction. · Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan. · Work with the school's Leadership Team to determine the school's strengths and needs for improvement in the area of literacy/math/science in order to improve students' reading, writing, and communication skills and content area achievement. · Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading and math in Virtual Counselor; distribute PMP letters; monitor the progress of PMP students. · Form and schedule remedial groups based on school, county and state data. · Facilitate remedial groups; monitor class progress of students in remedial groups. · Facilitate Staff Development & PLC's as needed · Promotion and retention specialists · Assist teachers with Curriculum Maps · Leadership Team Member · Participates and supports teachers in CPST/RtI meetings · Support Staff Member · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom activities and projects a professional image. · Any other duties assigned by the Principal.
Morales, Jennifer	Instructional Coach	· Create a literacy/math/science environment conducive to effective instruction. · Demonstrate (model) effective learning strategies in classrooms. · Assists with student testing. · Use assessment data to assist administrators with placement of students

Name	Title	Job Duties and Responsibilities
		in appropriate instructional or intervention programs. · Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction. · Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan. · Work with the school's Leadership Team to determine the school's strengths and needs for improvement in the area of literacy/math/science in order to improve students' reading, writing, and communication skills and content area achievement. · Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading and math in Virtual Counselor; distribute PMP letters; monitor the progress of PMP students. · Form and schedule remedial groups based on school, county and state data. · Facilitate remedial groups; monitor class progress of students in remedial groups. · Facilitate Staff Development & PLC's as needed · Promotion and retention specialists · Assist teachers with Curriculum Maps · Leadership Team Member · Participates and supports teachers in CPST/RtI meetings · Support Staff Member · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom activities and projects a professional image. · Any other duties assigned by the Principal.
Reitberg, Maria	Instructional Coach	· Create a literacy/math/science environment conducive to effective instruction. · Demonstrate (model) effective learning strategies in classrooms. · Assists with student testing.

Name	Title	Job Duties and Responsibilities
		· Use assessment data to assist administrators with placement of students in appropriate instructional or intervention programs. · Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction. · Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan. · Work with the school's Leadership Team to determine the school's strengths and needs for improvement in the area of literacy/math/science in order to improve students' reading, writing, and communication skills and content area achievement. · Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading and math in Virtual Counselor; distribute PMP letters; monitor the progress of PMP students. · Form and schedule remedial groups based on school, county and state data. · Facilitate remedial groups; monitor class progress of students in remedial groups. · Facilitate Staff Development & PLC's as needed · Promotion and retention specialists · Assist teachers with Curriculum Maps · Leadership Team Member · Participates and supports teachers in CPST/RtI meetings · Support Staff Member · Maintain a healthy lifestyle and promote wellness. · Dress in a manner that is appropriate for classroom activities and projects a professional image. · Any other duties assigned by the Principal.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	132	105	144	136	125	125	0	0	0	0	0	0	0	767
Attendance below 90 percent	14	12	15	10	8	0	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	38	31	0	0	0	0	0	0	0	105
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	18	8	12	0	0	0	0	0	0	0	40

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	2	2	13	6	2	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	3	0	9	0	0	0	0	0	0	0	12

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 8/7/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	22	11	14	17	17	0	0	0	0	0	0	0	98
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	31	38	29	0	0	0	0	0	0	0	98

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	13	12	9	0	0	0	0	0	0	0	36

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	59%	57%	50%	55%	55%
ELA Learning Gains	56%	60%	58%	53%	58%	57%
ELA Lowest 25th Percentile	48%	54%	53%	48%	53%	52%
Math Achievement	57%	65%	63%	52%	61%	61%
Math Learning Gains	63%	66%	62%	57%	63%	61%
Math Lowest 25th Percentile	51%	53%	51%	42%	52%	51%
Science Achievement	49%	46%	53%	26%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	132 (0)	105 (0)	144 (0)	136 (0)	125 (0)	125 (0)	767 (0)
Attendance below 90 percent	14 ()	12 ()	15 ()	10 ()	8 ()	0 ()	59 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	36 (0)	38 (0)	31 (0)	105 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	44%	60%	-16%	58%	-14%	
	2018	49%	59%	-10%	57%	-8%	
Same Grade Comparison		-5%					
Cohort Comparison							
04	2019	46%	62%	-16%	58%	-12%	
	2018	45%	58%	-13%	56%	-11%	
Same Grade Comparison		1%					
Cohort Comparison		-3%					
05	2019	50%	59%	-9%	56%	-6%	
	2018	40%	56%	-16%	55%	-15%	
Same Grade Comparison		10%					
Cohort Comparison		5%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	52%	65%	-13%	62%	-10%	
	2018	64%	63%	1%	62%	2%	
Same Grade Comparison		-12%					
Cohort Comparison							
04	2019	57%	67%	-10%	64%	-7%	
	2018	62%	63%	-1%	62%	0%	
Same Grade Comparison		-5%					
Cohort Comparison		-7%					
05	2019	61%	64%	-3%	60%	1%	
	2018	59%	62%	-3%	61%	-2%	
Same Grade Comparison		2%					
Cohort Comparison		-1%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	49%	49%	0%	53%	-4%	
	2018	37%	51%	-14%	55%	-18%	
Same Grade Comparison		12%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	35	29	30	56	48	28				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	33	58	60	46	60	58	33				
BLK	46	45	33	51	58	45	34				
HSP	35	59	65	50	58	47	53				
WHT	63	62		70	75	73	53				
FRL	43	56	52	53	61	53	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	42	41	36	44	23	21				
ELL	32	38	40	51	51	42	25				
BLK	35	41	52	55	56	52	25				
HSP	37	42	39	56	58	42	26				
WHT	61	53	50	74	63	31	60				
FRL	41	42	44	57	56	44	34				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	29	39	22	37	53	5				
ELL	30	54	66	34	44	38	13				
BLK	34	51	40	29	40	35	11				
HSP	42	51	60	46	50	44	16				
WHT	67	58		75	77	45	50				
FRL	43	54	49	45	53	45	20				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

We used the county dashboard to identify the lowest performance. Math trends showed the grades 3 and 4 struggled with fractions. Grade 5 struggled with measurement and geometry. Contributing factors point to a lack of conceptual understanding. For reading, we have a greater number of ESOL students and there's also a need to streamline the RTI process. We also piloting the inclusion model for the ESE students.

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

From the previous year we had a decline in math achievement. We had a large amount of level ones from the previous year that did not have an accurate amount of growth.

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

Our greatest gaps were shown in Science. That is tied into the practice of hands on learning and teaching science with fidelity.

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

We showed our greatest growth in Science. A new curriculum was brought in through the county. This allowed the teachers to be able to use more hands on learning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on our EWS data our areas of concern fall with the level 1 students in both reading and math.

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

1. Quality Tier 1 instruction
2. Address student with substantial reading deficiencies.
3. Quality Tier 1 instruction for math.(Conceptual Learning)
4. Practicing Science with fidelity.
5. Building a more balanced child.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	The schools instructional methods for Tier 1 Reading instruction with include meeting the needs of the students in many areas. ESOL, ESE, minority students, at risk students will be shown appropriate strategies to meet best best practices.
State the measurable outcome the school plans to achieve	To decrease the number of students that receive a level 1 on ELA FSA by 10%.
Person responsible for monitoring outcome	Marc Charpentier (marc.charpentier@browardschools.com)
Evidence-based Strategy	We will be using iReady to measure student growth through the year.
Rationale for Evidence-based Strategy	The use of iReady allows the teachers as well as administration to follow a students progress and growth.
Action Step	
Description	1. Through CPST, they will be targeting students with specific deficiencies. 2. Analize BAS data. 3. Plan targeted interventions. 4. Evaluate efficacy 5. Modify as necessary.
Person Responsible	[no one identified]

#2	
Title	SWD
Rationale	On the 2019 ELA FSA, 19% of Norcrest students with disabilities were proficient on FSA ELA. 35% showed learning gains and 29% of the lowest quartile showed gains. Gains were down 19% from the previous year,

State the measurable outcome the school plans to achieve	On the 2020 ELA FSA, Norcrest students with a disability with show an increase in proficiency from 19% to 25%(an increase of 6 points). Learning gains will increase from 35% to 40%. ELA gains for the lowest 25% percent will go up from 29% to 35%.
Person responsible for monitoring outcome	Marc Charpentier (marc.charpentier@browardschools.com)
Evidence-based Strategy	IEP goals will be monitored and data will be collected by the ESE service provider. Research based programs will be used to increase student achievement. Students will also be closely monitored on IReady.
Rationale for Evidence-based Strategy	iReady diagnostic provides an accurate picture using data which follows best practices.

Action Step	
Description	1. Through CPST, they will be targeting students with specific deficiencies. 2. Analize BAS data. 3. Plan targeted interventions. 4. Evaluate efficacy 5. Modify as necessary.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The school plans to build positive relationships with parents, families, and communities by inviting them to take part in school events. These events will be focused to meet the needs of our current demographic, and following the information collected on the last survey.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school takes part in a SEL program called The Zones of Regulation. This teachers the students how to cope with the different issues in their lives as well as gauge the differences in the severity of problems. Our schools guidance counselor is also available to speak with students and offer resources to families.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

As a student is leaving one grade level to go through another, the exiting grade teacher will begin instruction on the upcoming years expectations as well as the new difficulties that may come with promotion. Discussions are held between the students and the teacher and the students are welcomed to visit the new grade level to speak with the students there.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Kathi Kusmich, ESE Coordinator, assigns the ESE students to the inclusion classrooms where they receive services based on IEP's. The reading, math, and science coaches (Maria Reitberg, Mindy Leonard, and Jennifer Morales) are responsible for placing all other students. Students are usually sorted into levels and distributed as evenly as possible among the other non-inclusion teachers. Schoolwide data (Tier 1 and Tier 2) is monitored on a monthly basis through data chats with teachers. Title I funding is used for: professional development, supplemental instructional materials, extended learning opportunities, and parent involvement activities.

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

The school has always welcome members of the community to discuss their professions and the how they were able to reach their educational and career goals.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA				$26,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3373	120-Classroom Teachers	0561 - Norcrest Elementary School	Title, I Part A		$5,800.00

			Notes: This money will be used to hold after school reading camps for the lowest 30 % of our students.			
	5100	399-Other Technology-Related Purchased Services	0561 - Norcrest Elementary School	School Improvement Funds		$16,160.00
			Notes: iReady for grades K-5 for growth monitoring.			
			0561 - Norcrest Elementary School	General Fund		$5,000.00
			Notes: Professional Development in small group reading			
2	**III.A.**	**Areas of Focus: SWD**				**$0.00**
					Total:	**$26,960.00**