

Broward County Public Schools

Norcrest Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 18 |
| Planning for Improvement | 25 |
| Positive Culture & Environment | 28 |
| Budget to Support Goals | 29 |

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: 7/1/2019

| | |
|--|---|
| 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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%) |
| 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 | |
| * 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 18 |
| Planning for Improvement | 25 |
| Title I Requirements | 0 |
| Budget to Support Goals | 29 |

Norcrest Elementary School

3951 NE 16TH AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 68% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 79% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | C | C | C |

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

The mission of Norcrest Elementary School is to serve the students, staff, and community by: instilling the love of learning, challenging students to achieve higher expectations, and preparing students to be college and career ready.

Provide the school's vision statement.

All Students at Norcrest Elementary will be proficient at locating, organizing, interpreting, synthesizing and evaluating information using a variety of sources, as they become self-directed, analytical thinkers who are capable of setting goals and monitoring their progress.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| Charpentier, Marc | Principal | <p>Establish and monitor a school mission and goals that are aligned with the district's mission and goals.</p> <ul style="list-style-type: none"> · 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. |
| Morales, Jennifer | Instructional Coach | <p>Create a literacy/math/science environment conducive to effective instruction.</p> <ul style="list-style-type: none"> · Demonstrate (model) effective learning strategies in classrooms. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| | | <ul style="list-style-type: none"> · Assists with student testing. · 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. |
| Reitberg, Maria | Instructional Coach | Create a literacy/math/science environment conducive to effective instruction. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <ul style="list-style-type: none"> · 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. · 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. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|--|
| Leonard, Mindy | Instructional Coach | <p>Create a literacy/math/science environment conducive to effective instruction.</p> <ul style="list-style-type: none"> · 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. · 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. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <ul style="list-style-type: none"> Any other duties assigned by the Principal. |

Kusmich,
Katherine

Staffing
Specialist

This position does not have any supervisory responsibilities.

- Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.
- Coordinate required ESE meetings.
- Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals.
- Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.
- Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.
- Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.
- Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.
- Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.
- Shall report all compliance concerns directly to the school-based leadership.
- Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.
- Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.
- Utilize the electronic management system to generate IEP documents.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state, as well as School Board policies.
- Perform other duties as assigned by the school principal.

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| Nicholas, William | School Counselor | <p>The Elementary Guidance Counselor shall</p> <ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. gather information from all faculty members having contact with a student being considered for referral. 13. review current developments, literature and technical sources of information related to job responsibility. 14. ensure adherence to good safety procedures. 15. perform other duties as assigned by the Principal. 16. follow federal and state laws, as well as School Board policies |
| Henry, Taylor | Instructional Coach | <p>Create a literacy/math/science environment conducive to effective instruction as it relates to the Autism Cluster.</p> <ul style="list-style-type: none"> · 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. · 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 |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|--|
| | | <p>order to improve students' reading, writing, and communication skills and content area achievement.</p> <ul style="list-style-type: none"> · 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. |
| Sauer, Patrick | Assistant Principal | <ul style="list-style-type: none"> · Principal's Designee · EEO Liaison · Threat Assessment Supervisor · Attendance /BTIP Administrator · Student Discipline/Discipline Matrix · Facilities/Maintenance · Parental Concerns · Student Pictures |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <ul style="list-style-type: none"> · 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. |

Demographic Information

Principal start date

Monday 7/1/2019, Marc Charpentier

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

691

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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 | 99 | 109 | 125 | 110 | 137 | 121 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 701 |
| Attendance below 90 percent | 30 | 31 | 26 | 24 | 30 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 171 |
| One or more suspensions | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 12 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 8 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Number of students with a substantial reading deficiency | 0 | 8 | 10 | 15 | 17 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

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 | 2 | 5 | 4 | 14 | 14 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |

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 | 2 | 6 | 4 | 12 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - As Reported

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 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 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 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

2020-21 - 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 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 47% | 59% | 57% | 45% | 56% | 56% |
| ELA Learning Gains | | | | 56% | 60% | 58% | 45% | 57% | 55% |
| ELA Lowest 25th Percentile | | | | 48% | 54% | 53% | 46% | 51% | 48% |
| Math Achievement | | | | 57% | 65% | 63% | 62% | 62% | 62% |
| Math Learning Gains | | | | 63% | 66% | 62% | 60% | 60% | 59% |
| Math Lowest 25th Percentile | | | | 51% | 53% | 51% | 44% | 47% | 47% |
| Science Achievement | | | | 49% | 46% | 53% | 40% | 49% | 55% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 44% | 60% | -16% | 58% | -14% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 46% | 62% | -16% | 58% | -12% |
| Cohort Comparison | | -44% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 50% | 59% | -9% | 56% | -6% |
| Cohort Comparison | | -46% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 52% | 65% | -13% | 62% | -10% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 57% | 67% | -10% | 64% | -7% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -52% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 61% | 64% | -3% | 60% | 1% |
| Cohort Comparison | | -57% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 49% | 49% | 0% | 53% | -4% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Math iReady data for Norcrest Elementary are reported below by grade level and disaggregated by subgroups.

| Grade 1 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 30/31% | 26/26% | 37/37% |
| | Economically Disadvantaged | 19/28% | 14/21% | 22/32% |
| | Students With Disabilities | 7/28% | 7/27% | 10/39% |
| | English Language Learners | 8/20% | 4/9% | 10/23% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 28/29% | 24/24% | 27/27% |
| | Economically Disadvantaged | 17/25% | 13/19% | 12/17% |
| | Students With Disabilities | 5/20% | 5/20% | 5/19% |
| | English Language Learners | 12/29% | 5/12% | 5/11% |
| | | | | |

| Grade 2 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 28/25% | 33/29% | 50/44% |
| | Economically Disadvantaged | 19/24% | 21/26% | 33/40% |
| | Students With Disabilities | 4/22% | 4/21% | 5/28% |
| | English Language Learners | 4/7% | 7/12% | 17/29% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21/19% | 24/21% | 40/36% |
| | Economically Disadvantaged | 11/14% | 14/17% | 23/29% |
| | Students With Disabilities | 4/21% | 3/16% | 3/19% |
| | English Language Learners | 4/7% | 3/5% | 14/24% |
| | | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 37/36% | 43/42% | 60/59% |
| | Economically Disadvantaged | 21/28% | 25/34% | 38/51% |
| | Students With Disabilities | 3/12% | 5/20% | 6/24% |
| | English Language Learners | 4/17% | 3/13% | 9/38% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 17/17% | 25/25% | 48/48% |
| | Economically Disadvantaged | 9/12% | 15/20% | 30/41% |
| | Students With Disabilities | 1/4% | 4/16% | 5/20% |
| | English Language Learners | 3/13% | 1/4% | 6/26% |
| | | | | |

| Grade 4 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 32/27% | 46/37% | 48/38% |
| | Economically Disadvantaged | 21/23% | 29/31% | 30/32% |
| | Students With Disabilities | 4/13% | 7/21% | 6/17% |
| | English Language Learners | 0 | 1/4% | 2/7% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 26/22% | 34/28% | 44/36% |
| | Economically Disadvantaged | 15/17% | 18/19% | 27/29% |
| | Students With Disabilities | 4/13% | 4/21% | 5/14% |
| | English Language Learners | 1/4% | 1/4% | 3/11% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 32/29% | 40/36% | 57/50% |
| | Economically Disadvantaged | 22/29% | 26/34% | 40/49% |
| | Students With Disabilities | 1/4% | 2/9% | 3/13% |
| | English Language Learners | 0 | 1/10% | 2/18% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 30/27% | 41/37% | 55/48% |
| | Economically Disadvantaged | 21/27% | 31/40% | 37/46% |
| | Students With Disabilities | 2/9% | 1/4% | 6/25% |
| | English Language Learners | 1/11% | 2/18% | 3/27% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 37/38% | | |
| | Economically Disadvantaged | 0 | | |
| | Students With Disabilities | 0 | | |
| | English Language Learners | 0 | | |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 30 | 23 | 21 | 30 | 32 | | 19 | | | | |
| ELL | 37 | 37 | 42 | 34 | 32 | 25 | 36 | | | | |
| BLK | 39 | 38 | | 31 | 39 | | 37 | | | | |
| HSP | 42 | 40 | 54 | 36 | 32 | 27 | 33 | | | | |
| WHT | 57 | 33 | | 57 | 40 | | 64 | | | | |
| FRL | 39 | 38 | 38 | 36 | 40 | 33 | 43 | | | | |
| 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 | | | | |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 39 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 43 |
| Total Points Earned for the Federal Index | 310 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 85% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 28 |
| 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 | 36 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 38 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 38 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | |
|--|-----|
| 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 | 50 |
| 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 | 39 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component ELA achievement showed the lowest performance. The current trend shows that Norcrest Elementary is below both the district and the state in 2018 as well as 2019. Some contributing factors relate to our need to support teachers in using the RTI system with fidelity and provide opportunities for differentiated instruction to meet our current student population needs. We have seen an increase in ESOL students over the past years and support in adjusting our teaching practices through professional development is needed to reach our current student and community needs.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component Math achievement showed the greatest decline from the prior year. The current trend in math shows that Norcrest has declined in math achievement. This recent trend and can be contributed to the increasing number of students entering the RTI processes, the increasing number of students with two or more early warning indicators, and increasing number of retained students. With the increase of students with diverse needs, it is evident that support in adjusting our teaching practices through professional development is needed to reach our current students and community needs.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

When compared to the state average ELA achievement demonstrates the greatest gap when compared the state average. The current trend shows that Norcrest Elementary is below both the district and the state in 2018 as well as 2019. Some contributing factors relate to our need to support teachers in using the RTI system with fidelity and provide opportunities for differentiated instruction to meet our current student population needs. We have seen an increase in ESOL students over the

past years and support in adjusting our teaching practices through professional development is needed to reach our current student and community needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component showing the most improvement was science achievement. The adoption of a hands-on curriculum and supporting nonfiction reading material was adopted in 2018, and science support in offering instruction using the 5E learning cycle has made a positive impact in science instruction. Norcrest has observed an increase in teachers science practice, increased professional development in science teaching and learning, and more requests for science teaching support.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors were the use of the 5 e Learning model with an emphasis on hands-on learning. Norcrest has dedicated resources such as modeling science lessons and small group teacher science support.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, Norcrest Elementary is piloting the University of FLorida Literacy Initiative (UFLI), this program incorporates explicit and systematic foundational skills instruction for K-2 students. Teachers will be implementing a consistent reading block that incorporates the BEST Standards.

Grade 3-5 Teachers will be implementing the new district adopted Benchmark Advance system that incorporates Concepts from the science of reading. Students will follow science and social sciences themed and integrated curriculum that spirals across grade levels and will have opportunities to practice reading and writing in context.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders are listed below.

1. University of Florida Literacy Initiative Training
2. Reflex Math Professional Development
3. I-ready Reading and Math onsite Professional Development.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Quality Tier 1 Instruction in all subjects areas support.
2. Improving RTI implementation and monitoring.
3. Teacher Professional Development Opportunities aligned to current student needs.
4. ELO, LEC, and Supplemental Student Support Initiative Funds to provide after school learning opportunities.
5. Developing home-school-community relationships and improve student attendance.
6. Providing focus and support to ELL families through the Equity Plan.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

| | |
|---|--|
| Area of Focus | On the 2019 ELA achievement was recorded at 47% and 45% in 2018. This data indicates that Norcrest was below both state and district averages three consecutive years. iReady overall proficiency across all grade levels was 38% in the 2020-2021 iReady diagnostic. |
| Description and Rationale: | |
| Measurable Outcome: | The overall school ELA iReady score will increase by 7%, from 38% to 45% as measured by the iReady final diagnostic. |
| Monitoring: | ELA Achievement goals will be monitored and I-Ready data will be collected by the Instructional Reading coach. Research based professional development in small group differentiated instruction and University of Florida Literacy initiative best practices will be used to increase student achievement and increase teacher tier 1 instruction as it relates ELA achievement. |
| Person responsible for monitoring outcome: | Maria Reitberg (maria.reitberg@browardschools.com) |
| Evidence-based Strategy: | Foundational standards will be prioritized in k-2 classrooms, the daily schedule will support explicit and systematic instruction in order to incorporate the four strands of the best standards. For grades 3-5 a focus on following conceptual units of knowledge in Benchmark Advance which spirals through grade levels will be utilized with a focus on academic vocabulary. |
| Rationale for Evidence-based Strategy: | CPST meetings that monitor progress and include systematic data collection will provide opportunities to address student learning needs. I-Ready diagnostics provides a detailed analysis of student progress and monitors progression through the standards. Professional development opportunities will provide teacher support and best practices to reach student needs. |

Action Steps to Implement

Monitoring, scheduling, conducting CPST meetings and assessing the progress of goals and analyzing student data.

Person Responsible Maria Reitberg (maria.reitberg@browardschools.com)

Administering, analyzing, and providing feedback using I-Ready Diagnostics working in collaboration with the reading coach, Teacher, and ESE support specialist.

Person Responsible Maria Reitberg (maria.reitberg@browardschools.com)

Providing opportunities for teacher professional development and training concerning best practices in University of Florida Literacy Initiative, small group differentiated instruction, and progress monitoring .

Person Responsible Maria Reitberg (maria.reitberg@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

| | |
|---|---|
| Area of Focus Description and 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. Currently, 20% of SWD were proficient as measured by the final iReady diagnostic. |
| Measurable Outcome: | On the 2022 iReady final diagnostic, Norcrest students with a disability will show an increase in ELA proficiency from 20% to 25%(an increase of 5 points). |
| Monitoring: | 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 I-Ready. Teachers will be provided with professional development training opportunities whose focus is set on differentiated instruction and SWD teaching strategies. |
| Person responsible for monitoring outcome: | Katherine Kusmich (katherine.kusmich@browardschools.com) |
| Evidence-based Strategy: | The evidence based strategy being implemented at Norcrest Elementary for SWD is focused on inclusion. Students in grades 3-5 will be given opportunities to be instructed in the general education setting with specialized supports using universal learning design. |
| Rationale for Evidence-based Strategy: | Monitoring IEP goals and data collection will provide opportunities to assess if the current goals are servicing the students need. (IEP meetings) I-Ready diagnostics provides a detailed analysis of student progress while in the virtual environment and can be used both on site or online as needed. Professional Development Opportunities will provide teacher support and best practices to reach student needs. |

Action Steps to Implement

Monitoring, scheduling, conducting IEP meetings and assessing the progress of goals and analyzing student data.

Person Responsible Katherine Kusmich (katherine.kusmich@browardschools.com)

Administering, analyzing, and providing feedback using I-Ready Diagnostics working in collaboration with the reading coach and ESE support specialist.

Person Responsible Katherine Kusmich (katherine.kusmich@browardschools.com)

Providing opportunities for teacher professional development and training concerning best practices when working with SWD.

Person Responsible Katherine Kusmich (katherine.kusmich@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Norcrest Elementary reported .4 incidents per 100 students. When compared to all elementary schools statewide, it falls into the moderate category. The state of Florida overall violent incidents reported .88, property incidents reported .02, and Drug/Public order incidents .13, while Norcrest reported .27, .00, and .13 respectively. According to the reported data the primary area of concern includes violent incidents such as fighting, unruly and disruptive behavior, and or battery. To monitor the violent incidents in the upcoming school year, classroom management routines and expectations will be reviewed for modifications and suggestions using the social emotional learning plan will be made. Norcrest will use the Behavior Management System (DMS) and report the number of violent incidences as compared to the previous year and provide feedback and staff training as need. The school culture and environment will be monitored through the lens of behavior and discipline by the Assistant principal, who will provide assistances to individuals with repeated concerns due to behavior.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment ensuring all stakeholders are involved using many different strategies. First, parents, teachers, and all other community stakeholders are involved in the development, discussion and monitoring of the school improvement plan, school-parent compact, and parent family engagement plan. Our stakeholders are encouraged to review these documents and provide input and feedback at anytime during the school year. Norcrest Elementary creates many opportunities to inform the community and keep them up to date on school information through our town hall, school advisory, and PTA meetings. Using chat moderators, and translators ensures that we reach and are available to all who wish to attend and have their voice heard. The advanced Ed surveys which include parents, staff, and students perspectives concerning the school, help monitor progress and identifies areas of improvement. These results are shared annually with our stakeholders and begins the discussion concerning the development of the Parent Family and Engagement Plan. The school Parent Family Engagement Plan is developed in collaboration with the community and addresses areas of improvement or identified needs in our specific community according to the surveys and stakeholder input. Finally, orchestrating the variety of events, meetings, training, and support to the community based on expressed needs is done with awareness of our community needs, and ensures scheduling diversity so that the majority of parents may attend multiple school events.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Many stakeholders have a role in providing a positive culture and environment at the school. Our teachers and staff support many student initiatives such as Debate, Robotics, Student Government, and Environmental science clubs focused on promoting both a positive culture and environment through student engagement beyond the curriculum. Our principal promotes positive culture and environment by establishing school norms that build values that align with our schools mission and vision as well as setting consistent discipline expectations and communicating them to the community, faculty, students, and staff. Furthermore, through the PTA strong home school connections are made, creating a platform for meaningful parent involvement, and this organization finds many ways to celebrate personal achievement and student behavior (kids of character, tiger pals etc.) and establishing rituals and traditions that support teaching and learning.

Part V: Budget

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

| | | | | | | |
|---------------|---------------|--|--|-----------------|-----|--------------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$15,527.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 399-Other Technology-Related Purchased Services | 0561 - Norcrest Elementary School | Title, I Part D | | \$11,972.00 |
| | | | <i>Notes: iReady site license</i> | | | |
| | 5100 | 590-Other Materials and Supplies | 0561 - Norcrest Elementary School | Title, I Part D | | \$1,169.00 |
| | | | <i>Notes: Materials and supplies ELO Camps</i> | | | |
| | 5100 | 590-Other Materials and Supplies | 0561 - Norcrest Elementary School | Title, I Part D | | \$2,386.00 |
| | | | <i>Notes: TIGER CAMP and Tutoring materials and supplies</i> | | | |
| 2 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | | | | \$676.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5200 | 500-Materials and Supplies | 0561 - Norcrest Elementary School | General Fund | | \$676.00 |
| | | | <i>Notes: Inclusion materials and supplies</i> | | | |
| Total: | | | | | | \$16,203.00 |