

Broward County Public Schools

Norcrest Elementary School



2022-23 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: 6/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (55%) 2018-19: C (53%) 2017-18: C (49%)
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	N/A
* 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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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
		<ul style="list-style-type: none"> · Principal's Designee · EEO Liaison · Threat Assessment Supervisor

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · 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.
Morales, Jennifer	Science Coach	<ul style="list-style-type: none"> 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. · Assist classroom teachers with analysis of formal and informal assessment

Name	Position Title	Job Duties and Responsibilities
		<p>data on their students to determine student response to instruction.</p> <ul style="list-style-type: none"> · 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/Rtl 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.
Leonard, Mindy	Math 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · 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/Rtl 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.
Kusmich, Katherine	Staffing Specialist	<p>This position does not have any supervisory responsibilities.</p> <ul style="list-style-type: none"> · 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

Name	Position Title	Job Duties and Responsibilities
		<p>education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals.</p> <ul style="list-style-type: none"> • 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.
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.

Name	Position Title	Job Duties and Responsibilities
		<p>7. work with parent groups in the area of child growth, development and discipline.</p> <p>8. meet with teachers to present and explaining the results of various testing programs.</p> <p>9. assist teachers in effective utilization of test results.</p> <p>10. identify community and school system resources and when advisable, refer student situations to the proper agencies.</p> <p>11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.</p> <p>12. gather information from all faculty members having contact with a student being considered for referral.</p> <p>13. review current developments, literature and technical sources of information related to job responsibility.</p> <p>14. ensure adherence to good safety procedures.</p> <p>15. perform other duties as assigned by the Principal.</p> <p>16. follow federal and state laws, as well as School Board policies</p>

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.
- 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.

Reitberg,
Maria

Reading
Coach

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

Demographic Information

Principal start date

Saturday 6/1/2019, Marc Charpentier

Number of teachers with a 2022 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 2022 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.*

6

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

676

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

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Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	116	107	101	126	103	124	0	0	0	0	0	0	0	677
Attendance below 90 percent	49	36	27	40	27	38	0	0	0	0	0	0	0	217
One or more suspensions	0	0	0	1	3	0	0	0	0	0	0	0	0	4
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 2022 statewide FSA ELA assessment	0	0	0	38	28	36	0	0	0	0	0	0	0	102
Level 1 on 2022 statewide FSA Math assessment	0	0	0	35	21	46	0	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	8	14	8	8	4	8	0	0	0	0	0	0	0	50

Using the table above, complete the table below with the number of students by current grade level who have 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	5	8	3	38	26	38	0	0	0	0	0	0	0	118

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	23	1	0	0	0	0	0	0	0	0	26
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

Friday 9/2/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	58%	56%				47%	59%	57%
ELA Learning Gains	64%						56%	60%	58%
ELA Lowest 25th Percentile	53%						48%	54%	53%
Math Achievement	50%	54%	50%				57%	65%	63%
Math Learning Gains	70%						63%	66%	62%
Math Lowest 25th Percentile	58%						51%	53%	51%
Science Achievement	45%	59%	59%				49%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	60%	-16%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	46%	62%	-16%	58%	-12%
Cohort Comparison		-44%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-52%				
05	2022					
	2019	61%	64%	-3%	60%	1%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	49%	0%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	37	60	45	39	56	50	36				
ELL	36	64	52	44	76	71	28				
BLK	41	50		43	68	60	42				
HSP	39	66	63	42	70	68	36				
MUL	50			58							
WHT	65	79		71	79		63				
FRL	42	61	56	44	66	55	35				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2019 as well as 2021. 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 2022 state assessments, demonstrate the greatest need for improvement?

The data component Reading achievement showed improvement from the prior year. The current trend in Reading shows that Norcrest has made improvement in learning gains however reading achievement is below the district average. This recent trend 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 the current trend shows that Norcrest Elementary is below both the district and the state in 2019 as well as 2021. 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 2022 state assessments, showed the most improvement?

The data component showing the most improvement was Math achievement. The increased use of a hands-on math manipulatives and the support of ESSR teachers using the 5E learning cycle in small groups has made a positive impact in math instruction. Norcrest has observed an increase in teachers math manipulatives use, increased professional development in Math teaching and learning, and more requests for math 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 math lessons and small group teacher math 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.

Math instruction will continue to utilize hands-on manipulatives and small group instruction to accelerate learning. The adoption of the Envision Math series will be used with fidelity, and ongoing professional development for teachers grades K-5.

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. 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 and LEC 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, which includes academic focused four ESOL parent support nights.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

On the 2022 FSA ELA achievement was recorded at 48% and 47% in 2019. This data indicates that Norcrest was below both state and district averages three consecutive years. However Norcrest made learning gains and will focus on proficiency.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Achievement goals will be monitored using STAR and FAST data will be collected by the Instructional Reading coach. The overall school ELA score for student in K-2 taking the STAR assessment will increase by 10%, from 27% to 37% as measured by the PM2 assessment. The overall school ELA score for student in 3-5 taking the FAST assessment will increase by 17%, from 23% Proficiency to 40% as measured by the PM2 assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA Achievement goals will be monitored using STAR and FAST data 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:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

CPST meetings that monitor progress and include systematic data collection will provide opportunities to address student learning needs. STAR and FAST progress monitoring 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 STAR and FAST data 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. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

On the 2022 FSA Math achievement was recorded at 50% and 57% in 2019. This data indicates that Norcrest was below both district averages in the 2022 school year. However Norcrest made learning gains and will focus on proficiency.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Achievement goals will be monitored using STAR and FAST data will be collected by the Instructional Reading coach. The overall school Math score for student in K-2 taking the STAR assessment will increase by 10%, from 59% to 69% as measured by the PM2 assessment. The overall school ELA score for students in 3-5 taking the FAST assessment will increase by 30%, from 13% Proficiency to 43% as measured by the PM2 assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Math Achievement goals will be monitored using STAR and FAST data collected by the Instructional Math coach. Successmaker, reflex, envision, STAR, and FAST are used to monitor student growth and identify students for interventions. Research based professional development is provided to grade levels to enhance tier 1 teaching.

Person responsible for monitoring outcome:

Mindy Leonard (mindy.leonard@browardschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The number sense and operations standards will be prioritized in K-2 classrooms, the daily schedule will support explicit and systematic instruction in order to incorporate the nine focused best standards. For grades 3-5 a focus following topics in Envision Math which spirals through grade levels will be utilized with a focus on the use of math manipulatives.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

CPST meetings that monitor progress and include systematic data collection will provide opportunities to address student learning needs. SuccessMaker, STAR and FAST progress monitoring 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Mindy Leonard (mindy.leonard@browardschools.com)

Administering, analyzing, and providing feedback using SuccessMaker, STAR, and FAST data working in collaboration with the Math coach, Teacher, and ESE support specialist.

Person Responsible Mindy Leonard (mindy.leonard@browardschools.com)

Providing opportunities for teacher professional development and training concerning best practices in Math instruction, use of manipulatives, small group differentiated instruction, and progress monitoring .

Person Responsible Mindy Leonard (mindy.leonard@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in grades K-2 not on track to score Level 3 or above on statewide ELA assessments were identified using the following criteria:

- Kindergarten (Scored Level B or below on BAS assessment)
- Grade 1 (Scored below 55% on Primary End of Year assessment)
- Grade 2 (Scored below 65% on Primary End of Year assessment)

The area of focus for grades K-2 is Foundational Skills. Students who are not on track to score level 3 on ELA assessments had deficits in the areas of phonemic awareness, phonics and sight word identification. Reviewing RTI data from the 21-22 school year, showed that 100% of students receiving Tier 2 or Tier 3 interventions in reading were in the area of foundational skills. These skills are precursors to reading fluency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in grades 3-5 not on track to score Level 3 or above on statewide ELA assessments were identified using the following criteria:

- Grade 3-5 (Students scoring level 2 or below on Spring 2022 FSA ELA assessment).

The area of focus for Grades 3-5 is Key Ideas and Details. This area had the lowest percentage of mastery (49%) among the four subskill indicators. Reviewing RTI data from the 21-22 school year, showed that 70% of students receiving Tier 2 or Tier 3 interventions in reading comprehension were in the area of key ideas and details.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June, Using measures from PM1 to PM3 60% of K-2 Students will reach proficiency.

Grades 3-5: Measureable Outcome(s)

By June, Using measures from PM1 to PM3 60% of 3-5 Students will reach proficiency.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Areas of Focus will be monitored during Weekly RTI meetings occurring on Thursdays of every week. In addition, data will be collected from Benchmark Advance Unit Assessments administered every three weeks.

In addition:

- Grades K-2 will be monitored by comparing data from STAR PM1, PM2, PM3
- Grades 3-5 will be monitored by comparing data from FAST PM1, PM2, PM3

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Charpentier, Marc, marc.charpentier@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All students in K-3 grade are administered the Benchmark Advance Intervention Screeners a minimum of three times throughout the school year. Students in 4-5 grade identified as Tier one or Tier two RTI are also administered the Benchmark Advance Intervention Screeners a minimum of three times during the school year. In addition to the intervention screeners, students in grades K through 5 are administered the F.A.S.T diagnostic assessment in reading and math to monitor progress toward grade level standards and expectations.

All Students K-5 participate in core literacy instruction. Teachers utilize school level pacing guide and Benchmark Advance as a resource to plan grade level instruction for all students. All students participate in small group reading instruction during their 90-minute reading block to receive individualized instruction based on student needs.

Supplemental programs in reading include the Foundations programs in grades K-1 and 2-5 utilize Florida Practice Reading Coach.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

UFLI foundations is an explicit and systematic phonics program and was developed based on a large body of evidence that has demonstrated specific elements of language that must be addressed and specific methods that are effective for addressing them. UFLI develops awareness of the segments of sounds and speech and how they link to letters. Students decode words, analyze word parts, and write and recognize words. According to RTI data students in K-2 receiving tier 2 interventions showed deficits in foundational skills.

Benchmark is aligned to the Florida Best Standards. It provides opportunities for students to build content knowledge and engage with complex text. Leveled texts allow for differentiation of instruction. According to ELA FSA 2022 data key ideas and details showed the lowest percentage of mastery (49%) benchmark advance lessons and interventions provide a spiraling curriculum that allows for repeated instruction and practice of this subgroup skill.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Analyze PM1 DATA from the FAST 2022 - 2023 to identify students not projected to score level 3 or above.	Charpentier, Marc, marc.charpentier@browardschools.com
Identify students through the RTI process in need of interventions.	Reitberg, Maria, maria.reitberg@browardschools.com
Analyze PM2 FAST data which will provide a midyear score to compare to the baseline score collected at PM1.	Charpentier, Marc, marc.charpentier@browardschools.com
Administration will conduct data chats in order to ensure students who are not make adequate progress are receiving appropriate interventions to meet student goals.	Charpentier, Marc, marc.charpentier@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.