Broward County Public Schools

NORCREST ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Maximo Castillo

maximo.castillo@browardschools.com

Position Title

Principal

Job Duties and Responsibilities

Establish and monitor a school mission and goals that are aligned with the district's mission and goals.

· Model and maintain high standards of professional conduct.

· Collaborate and provide resources to ensure the development of the School's Improvement Plan.

· Oversee the selection and acquisition of instructional materials and equipment.

· Safe Team Coordinator

· ESE/ESOL Monitoring

· Report Cards/Interims Monitoring

· Monitor and maintains the school budget.

· Facilities Supervisor

· Safety and Security Supervisor

· Construction Supervisor

· Curriculum Administrator

· Evaluation Supervisor

· Personnel Supervisor

· Partners in Education Supervisor

· Assessments Supervisor

· Student Recognition Coordinator

· Access, analyze, interpret and use data in decision-making.

Leadership Team Member #2

Employee's Name
Daisy Menendez

daisy.menendez@browardschools.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Principal's Designee

· Threat Assessment Supervisor

· Attendance /BTIP Administrator

· Student Discipline/Discipline Matrix

· Facilities/Maintenance

· Parental Concerns

· Student Pictures

· Evaluations – Instructional

· Universal Precautions

· Cafeteria Monitoring

· Arrival/Dismissal Coordinator

· Behavioral Assemblies

· Emergency Drills-Fire/Tornado Codes

· Early Release Coordinator

· Support Staff Member

· Any other duties assigned by the Principal.

Leadership Team Member #3

Employee's Name
Julie Van Hoose

julie.vanhoose@browardschools.com

Position Title
Literacy Coach

Job Duties and Responsibilities

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.

· 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

· Any other duties assigned by the Principal.

Leadership Team Member #4

Employee's Name
Whittney Hunt

whittney.hunt@browardschools.com

Position Title
Math Coach

Job Duties and Responsibilities

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.

· 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

· Any other duties assigned by the Principal.

Leadership Team Member #5

Employee's Name
William Nicholas

william.nicholas@browardschools.com

Position Title
School Counselor

Job Duties and Responsibilities

The Elementary Guidance Counselor shall
-establish small group counseling sessions.
-counsel students on personal and academic concerns and notify parents as deemed necessary.
-provide materials and suggestions for classroom oriented guidance activities.
-arrange student, parent and teacher conferences.
-acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.
-assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.
-work with parent groups in the area of child growth, development and discipline.
-identify community and school system resources and when advisable, refer student situations to the proper agencies.
-keep records of conferences
-ensure adherence to good safety procedures.
-perform other duties as assigned by the Principal.

-follow federal and state laws, as well as School Board policies
-Child Abuse Designee
-HEART liaison
-Student recognition

Leadership Team Member #6

Employee's Name
Crystal Barzola

crystal.barzola@browardschools.com

Position Title
ESE Specialist

Job Duties and 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 about 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 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 immediate supervisor or designee.

Leadership Team Member #7

Employee's Name
Mindy Leonard

mindy.leonard@browardschools.com

Position Title
Resource Teacher (Math)

Job Duties and Responsibilities

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 and 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

· Support Staff Member

· Any other duties assigned by the Principal.

Leadership Team Member #8

Employee's Name
Anthony Johns

anthony.johns@browardschools.com

Position Title
ASD Coach

Job Duties and Responsibilities

• Plan, develop, disseminate, evaluate, and revise instructional services and program deliveries related to the needs of students with autism.
• Develop basic equipment, materials, and supplies list for new and ongoing programs for students with autism.
• Select, evaluate, and recommend for approval supplemental or adaptive texts, teaching materials, tests, aids, equipment or other resources for serving students with autism.
• Initiate and implement professional development training for non-instructional, instructional, and administrative personnel to improve service delivery and program effectiveness.
• Advise and consult with District and school-based instructional and administrative personnel regarding instructional services and program deliveries for students with autism.
• Collaborate with personnel from other departments to support the effective delivery of instructional programs.
• Plan, develop and implement parent education programs to promote parental involvement in the education of students, and consult with and advise parents regarding exceptional student education

issues pertaining to students with autism.
• Monitor the implementation and effectiveness of the current instructional program and delivery system.
• Interview, select, and recommend assigned program support personnel for employment.
• Assist school-based administrators, when requested, with staff utilization and professional development.
• Respond to inquiries and concerns in a timely manner.
• Disseminate information and current research to appropriate personnel.
• Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
• Prepare, or oversee the preparation of, and submit all required reports in a timely manner and maintain all appropriate records.
• Review current developments, literature and technical sources of information related to job responsibilities.
• Ensure adherence to safety rules and procedures.
• Perform other duties as assigned by the immediate supervisor or designee.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To develop the SIP academic goals the school's leadership team analyzes the previous year's academic data then strategically creates goals to increase student achievement. The SIP plan is then presented to the faculty and staff to gather input and feedback. Once modified (if necessary) the SIP is then presented to the stakeholders during the monthly SAC meeting. Parents participate in the involvement by providing feedback and input.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3),

ESEA Section 1114(b)(3)).

The SIP plan implementation will be monitored though instructional observations conducted by administration and instructional coaches(non evaluative). Monthly data chats will be conducted to identify and rectify achievement gaps. During the mid-year review period the leadership team will meet to discuss the progress of our SIP goals. The progress of the SIP plan will be communicated to the stakeholders at the monthly SAC meeting, where they will be able to provide feedback and input.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**86.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	86	99	121	107	108	107				628
Absent 10% or more school days	33	32	44	29	35	29				202
One or more suspensions	1	2	2	3	2	12				22
Course failure in English Language Arts (ELA)	0	0	0	10	4	0				14
Course failure in Math	0	0	0	7	12	0				19
Level 1 on statewide ELA assessment	11	29	48	34	33	34				189
Level 1 on statewide Math assessment	011	22	38	16	29	38				154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	4	20	0	0	0				24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	8	13	14				38

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	0	7	18	3	1				31
Students retained two or more times	0	2	1	12	23	18				56

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	48	45	29	26	30	21				199
One or more suspensions				1	9	1				11
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	33	40	31	66	24	34				228
Level 1 on statewide Math assessment		22	23	46	18	35				144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		14	29	75						118
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	33	31	67	27	41				215

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	4	18	52	6	15				100
Students retained two or more times		1	8	2	1	7				19

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	64	59	44	61	57	37	56	53
Grade 3 ELA Achievement	48	63	59	40	60	58	27	56	53
ELA Learning Gains	58	65	60	58	64	60			
ELA Lowest 25th Percentile	71	60	56	56	60	57			
Math Achievement*	52	70	64	50	66	62	52	62	59
Math Learning Gains	57	68	63	58	66	62			
Math Lowest 25th Percentile	34	55	51	62	55	52			
Science Achievement	34	60	58	47	56	57	39	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	63	63	54	59	61	33	59	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	469
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	52%	41%	54%	39%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	3	
English Language Learners	50%	No		
Black/African American Students	47%	No		
Hispanic Students	54%	No		
White Students	54%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	46%	48%	58%	71%	52%	57%	34%	34%					69%
Students With Disabilities	21%	22%	47%	67%	24%	45%	37%	23%					48%
English Language Learners	42%	47%	63%	71%	46%	51%	35%	26%					69%
Black/African American Students	40%	38%	55%	67%	42%	60%	37%	24%					58%
Hispanic Students	48%	51%	64%	76%	53%	54%	36%	35%					72%
White Students	50%		41%		67%	56%		56%					
Economically Disadvantaged Students	45%	50%	58%	73%	51%	54%	36%	24%					68%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	44%	40%	58%	56%	50%	58%	62%	47%					54%
Students With Disabilities	19%	22%	40%	52%	24%	51%	61%	25%					47%
English Language Learners	31%	33%	51%	58%	45%	57%	65%	37%					54%
Black/African American Students	40%	37%	54%	60%	40%	50%	53%	47%					58%
Hispanic Students	34%	31%	55%	59%	47%	58%	63%	38%					56%
White Students	70%	64%	68%		68%	65%		59%					
Economically Disadvantaged Students	42%	39%	57%	53%	47%	61%	69%	44%					58%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%	27%			52%			39%					33%
Students With Disabilities	18%	20%			32%			11%					59%
English Language Learners	24%	14%			45%			33%					48%
Black/African American Students	26%	20%			43%			28%					48%
Hispanic Students	28%	21%			48%			37%					49%
White Students	64%	61%			69%			54%					
Economically Disadvantaged Students	30%	20%			45%			26%					54%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	61%	-15%	57%	-11%
ELA	4	41%	62%	-21%	56%	-15%
ELA	5	46%	62%	-16%	56%	-10%
Math	3	56%	68%	-12%	63%	-7%
Math	4	57%	69%	-12%	62%	-5%
Math	5	39%	63%	-24%	57%	-18%
Science	5	34%	57%	-23%	55%	-21%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our ELA Lowest 25 Gain increased from 56% in 2024 to 68% in 2025. We increased coaching and support for our ELA students implemented additional small group support to improve student achievement.

Lowest Performance

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

The data component that showed the lowest performance was our schoolwide Math Lowest 25 Gain of 36%. Contributing factors include gaps in foundational skills, tier 1 instruction deficiencies, progress monitoring and data collection.

Greatest Decline

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

In the 2023-2024 school year, we had 62% of students show growth in Math Lowest 25 Gains. In the 2024-2025 school year 36% of students showed gains in math on the FAST. The factors that contributed to the decline would be tier 1 instruction, targeted instruction in math, and lack of data collecting and making data driven decisions.

Greatest Gap

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

The data component that has the greatest gap when compared to the state is our Grade 5 Science . The state average for proficiency is 57%, our school reached 34% proficiency. Contributing factors include gaps in foundational skills and spiraling to Grade 3 & 4 standards.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential area of concern #1 is student absenteeism
Potential area of concern #2 is students scoring level 1 on state Math assessment Lowest 25

Potential area of concern #3 lack of progress monitoring

Highest Priorities

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

1. Improve tier 1 ELA Instruction to increase ELA proficiency from K-5
2. Improving subgroup ELA proficiency in ELLs and SWDs
3. Improve tier 1 math instruction to increase math proficiency and lowest 25
4. Progress monitoring and continued instructional coaching in effective tier 2/3 interventions
5. Increase science content proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

On the 2025 FAST assessment, **36% of students in the Lowest 25%** in Grades 4 and 5 demonstrated proficiency in mathematics. This reflects a **decline in performance** compared to the previous year's results, signaling a need for targeted instructional support and strategic intervention to address foundational skill gaps.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2026, Math Lowest 25% will increase from 36% to 40% as measured by the state FAST PM3 assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will be holding **data chats in September, January, and April** to review and analyze both the **state's Progress Monitoring (PM) data** and **iReady diagnostic results**. These sessions will allow us to reflect on student growth, identify trends, and make informed decisions to guide instruction.
In addition, we will continue to hold **weekly RTI (Response to Intervention) meetings** focused on identifying students who may require additional support. These meetings will provide a structured space to discuss student progress, determine appropriate interventions, and monitor the effectiveness of those supports over time.
Together, these touchpoints will help ensure we are meeting the academic and developmental needs of all learners with intentionality and care.

Person responsible for monitoring outcome

Administration and instructional coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
We will use small-group instruction and iReady data, a framework allowing multiple assessment opportunities.

Rationale:
These program's are evidence base and designed to provide targeted support to student's who struggle with reading skills. These programs also support the RTI framework allowing multiple assessment opportunities.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data monitoring

Person Monitoring:
Administration and coaches

By When/Frequency:
Quaterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coaches will provide coaching and training to develop teacher skills in progress monitoring, using data to drive instruction, and differentiated support.

Action Step #2
Math instructional guide planning

Person Monitoring:
Administration

By When/Frequency:
every other month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaborate in a three-hour instructional planning session using Big M's Florida Mathematics resource to develop and refine standards-based lesson guides.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Through reading comprehension our area of focus for students with disabilities for:
K-2: Builds foundational literacy, improves decoding and comprehension, and supports communication development.
3-5: Enhances ability to engage with grade-level texts

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Norcrest Elementary is entering its **4th year** under ESSA with the FPPI at 37% for SWD students. Our goal is to raise the FPPI to at least 41%. By May 2026, SWD students will demonstrate measurable academic growth **in ELA from 46% to 49% as measured by the FAST PM3.**

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored for implementation and impact through bi-weekly monitoring meetings with ESE Specialist, Literacy Coach, and Support Facilitators for academic coursework.

Person responsible for monitoring outcome

ESE Specialist, Administration, and Academic Support

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Monthly usage reports: benchmark assessments and FAST progress monitoring data. Progress tracked via iReady diagnostic assessments,

Rationale:

Norcrest Elementary has been identified for having 37%, which falls below the 41% threshold for subgroup performance. This marks the school's fourth consecutive year of identification, signaling an urgent need for targeted, evidence-based interventions to close achievement gaps for Students with Disabilities (SWD) through bi-weekly monitoring and curriculum audit.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Bi-weekly data-driven meetings

Person Monitoring:
Administration

By When/Frequency:
By June 2026/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Every two weeks, the ESE Specialist, Support Facilitator, and Academic Support Team convene to evaluate student progress through data-driven discussions, ensuring timely adjustments to instructional supports and intervention strategies.

Action Step #2
Tiger Talk Data Discussions

Person Monitoring:
Administration

By When/Frequency:
By June 2026/every 5 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Every five weeks, the principal will lead data-driven discussions focused on monitoring academic of Students with Disabilities (SWD), using student and intervention data to inform instructional decisions.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

K–2 Literacy Goal: Increase phonics proficiency among students in Grades K–2. Students will demonstrate the ability to decode and encode words with at least **80% accuracy**, supporting foundational literacy development and long-term reading success.
Grades 3–5 Literacy Goal: Strengthen phonics and fluency proficiency among students in Grades 3–5 to support the development of skilled, confident, and proficient readers. Instruction will focus on advanced decoding strategies, reading rate, accuracy, and expression to ensure students can comprehend increasingly complex texts.

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

Grades K–2 Instructional Practices in Reading/ELA: Instruction in Grades K–2 will emphasize

foundational literacy skills through a structured, evidence-based approach. Whole-group instruction will be delivered using the *Benchmark Advance* curriculum to ensure alignment with grade-level standards and exposure to rich, complex texts. Phonics instruction will be explicitly taught using *UFLI Foundations*, providing systematic and sequential support in decoding and encoding skills. Targeted interventions will be implemented using *Benchmark Intervention* resources, allowing for differentiated support based on individual student needs as identified through ongoing formative assessments and benchmark data.

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

Grades 3–5 Instructional Practices in Reading/ELA: Reading and ELA instruction in Grades 3–5 will focus on strengthening fluency, vocabulary, and comprehension through a balanced literacy framework. Whole-group instruction will be delivered using *Benchmark Advance*, ensuring rigorous engagement with grade-level texts and standards. Small-group instruction will incorporate *Wordly Wise* to build academic vocabulary and deepen word knowledge. Phonics support will be provided through *SIPPS*, targeting foundational skills for students requiring additional decoding instruction. *Magnetic Reading* will be utilized to enhance fluency and comprehension through scaffolded, high-interest texts, supporting differentiated instruction and student growth across reading domains.

Grades K-2: Measurable Outcome(s)

Grades K–2 Measurable Outcomes: By the end of the academic year, the following grade-level proficiency targets in phonics will be achieved:

- **Kindergarten:** 80% of students will demonstrate proficiency in foundational phonics skills.
- **Grade 1:** 65% of students will achieve proficiency in decoding and encoding grade-level words.
- **Grade 2:** 65% of students will demonstrate proficiency in phonics and fluency, supporting the transition to independent reading.

Progress will be monitored through benchmark assessments and ongoing formative data to ensure instructional effectiveness and targeted support.

Grades 3-5: Measurable Outcome(s)

Grades 3–5 Measurable Outcomes: By the end of the academic year, students in Grades 3–5 will meet the following proficiency targets in reading and ELA:

- **Grade 3:** 65% of students will demonstrate proficiency in reading fluency, comprehension, and vocabulary.
- **Grade 4:** 65% of students will achieve proficiency in grade-level reading standards, including fluency and text analysis.
- **Grade 5:** 60% of students will demonstrate proficiency in advanced reading skills, including

critical thinking, comprehension, and vocabulary development.

Student progress will be assessed through benchmark assessments, formative data, and targeted instructional interventions to ensure continuous growth and achievement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Grades K–2 Progress Monitoring Plan: Student progress in Grades K–2 will be systematically monitored to ensure alignment with instructional goals and measurable literacy outcomes. A multi-faceted approach will be used to track growth and guide instructional decisions:

- **Benchmark Assessments:** Beginning-of-year assessments will identify students in need of targeted support. These students will receive daily interventions, with progress tracked through weekly assessments to monitor skill acquisition and instructional impact.
- **UFLI Weekly Assessments:** Weekly phonics assessments from *UFLI Foundations* will provide timely data on decoding and encoding proficiency, informing small-group instruction and intervention needs.
- **Data-Driven Instructional Planning:** Grade-level teams will collaborate regularly with academic support staff to analyze assessment data, adjust instruction, and ensure differentiated support for all learners.
- **RTI Implementation:** A structured Response to Intervention (RTI) framework will be supported by the literacy coach and school administration, ensuring timely and effective intervention for students performing below grade level.

This comprehensive monitoring system ensures that instruction remains responsive, targeted, and aligned with student needs throughout the school year.

Grades 3–5 Progress Monitoring Plan: Student progress in Grades 3–5 will be consistently monitored to ensure alignment with literacy goals and to support the development of proficient readers. Monitoring strategies will include:

- **Weekly Benchmark Assessments:** Ongoing assessments will be administered to evaluate student progress in fluency, comprehension, and vocabulary. These data points will guide instructional adjustments and identify students in need of additional support.
- **Weekly Intervention Assessments:** Students receiving targeted interventions will be assessed weekly to measure growth and inform instructional next steps. This ensures timely identification of learning gaps and responsive support.
- **Data-Driven Collaboration:** Grade-level teams will meet regularly with academic support staff to review assessment data, plan differentiated instruction, and monitor student progress toward proficiency goals.
- **RTI Framework:** A structured Response to Intervention model will be implemented with

support from the literacy coach and school leadership, ensuring that students performing below grade level receive timely, evidence-based interventions.

This monitoring plan ensures that instruction is continuously informed by student data, fostering academic growth and literacy achievement across Grades 3–5.

Person responsible for monitoring outcome
Literacy Coach and Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Grades K–2: Foundational Literacy Support To strengthen early reading development and ensure all students build essential decoding and fluency skills, the following interventions will be implemented: Benchmark Advance Intervention: Targeted small-group instruction aligned with core curriculum to support students performing below grade level. UFLI Foundations: Systematic, explicit phonics instruction based on the science of reading, delivered daily to reinforce foundational skills. Magnetic Reader (Grade 2 only): Supplemental resource to support fluency and comprehension through engaging, decodable texts tailored to second-grade learners. Grades 3–5: Strategic Literacy Intervention To address gaps in foundational skills and support grade-level reading proficiency: Benchmark Advance Intervention: Continued use of targeted small-group instruction to reinforce comprehension, vocabulary, and fluency for students requiring additional support.

Rationale:
Improving literacy outcomes requires a multi-tiered, data-driven approach that identifies student needs early and provides targeted, evidence-based support. Benchmark assessments at the beginning of the year establish a clear starting point for each learner, enabling educators to tailor instruction and interventions effectively. Weekly UFLI phonics assessments offer timely insights into foundational reading skills, allowing for responsive small-group instruction that addresses decoding and encoding gaps. Collaborative data analysis through grade-level planning ensures that instructional decisions are informed by student performance, promoting differentiated instruction and equitable access to learning. The structured RTI framework, supported by the literacy coach and administration, ensures that students performing below grade level receive consistent, high-quality interventions. This layered system of support is grounded in research and best practices, and is designed to accelerate literacy growth, close achievement gaps, and foster long-term academic success.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
UFLI Foundations: Daily explicit phonics instruction rooted in the science of reading. UFLI provides systematic skill development, cumulative review, and scaffolded practice to support early literacy growth across all K–2 classrooms.

Rationale:
UFLI Foundations is a comprehensive phonics program designed to deliver daily, explicit instruction in foundational reading skills.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Walk to read 3-5

Person Monitoring:
Literacy Coach and administration

By When/Frequency:
4 times a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students will be assessed within the first three weeks of school using universal screening tools to identify learning gaps and instructional needs. Based on assessment data, students will be strategically grouped by skill level and assigned to designated teachers for targeted intervention. Each student will participate in a 30-minute daily intervention block, during which they will "walk to" their assigned group to receive differentiated instruction tailored to their specific learning profile. This model ensures that every learner receives the support necessary to accelerate growth and achieve grade-level proficiency.

Action Step #2
Targeted intervention

Person Monitoring:
Literacy Coach and administration

By When/Frequency:
daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Early Universal Screening Analyze data to identify students' instructional levels and pinpoint specific skill gaps in phonemic awareness, decoding, fluency, and comprehension. 2. Strategic Student Grouping Use assessment data to form skill-based instructional groups across grade levels. Provide targeted instruction using research-based programs: K–2: UFLI Foundations for explicit phonics instruction Grade 2: Magnetic Reader for fluency and comprehension

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In the 2024-2025 school year, 199 students were absent for 10% or more days during the school year. Chronic absenteeism creates gaps in educational skills and widens the achievement gap.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2026, the amount of students that are absent 10% or more of the days during the 2024-25 school year will decrease from 199 to 160 as measured by our data in the attendance database.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be part of agenda discussions at every weekly RTI meetings, as well as quarterly data chats. We will be utilizing our school social worker as an additional team member to assist referred families.

Person responsible for monitoring outcome

Teacher, SSW, MTSS team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Initial parent contact will be documented through the teacher via parent/teacher conference form. Any ongoing attendance issues will be referred to the school's social worker followed by administration.

Rationale:

Parents will be reminded of the importance of students attendance, and given resources to improve attendance practices.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance will be consistently monitored through FOCUS. Should concerns arise, the School Social Worker, Counselor, and Administration will initiate a parent contact and collaborate with the Attendance Clerk to issue BTIP letters as appropriate.

Person Monitoring:
Class room teacher

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Monitoring Teachers will regularly track student attendance using FOCUS and identify early signs of concern. Initial Outreach The School Counselor will engage with the student and/or family to discuss attendance issues and offer support. Collaborative Review Administration will convene with the School Counselor and School Social Worker to review ongoing concerns and determine appropriate next steps. Support and Resources Families will be provided with relevant resources and interventions aimed at improving attendance. BTIP Implementation If attendance does not improve, the BTIP process will be initiated in collaboration with the Attendance Clerk.

Action Step #2
Students who pass at least two i-Ready lessons in both Math and Reading each week will receive a popcorn reward every Friday. Teachers will monitor progress through i-Ready, submit eligible student names, and communicate the incentive to students. Support staff will prepare and distribute popcorn, with oversight and supply management provided by administration. The program will be reviewed monthly for effectiveness and adjustments.

Person Monitoring:
Academic support team

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Criteria for Eligibility Students must pass a minimum of two i-Ready Math lessons and two i-Ready Reading lessons within the designated week. Lessons must meet the passing threshold as defined by i-Ready standards. 2. Monitoring Progress Academic support will track student progress through the i-Ready dashboard. Weekly reports will be reviewed to confirm eligibility. 3. Communication to Students Teachers will inform students of the incentive at the beginning of the week. Visual reminders (e.g., posters, digital announcements) will be used to reinforce the goal. 4. Reward Distribution Popcorn will be distributed every week to students who meet the criteria. Distribution will take place during a designated time

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Our school's SIP plan is accessible through our school's website.
https://www.browardschools.com/domain/15964
It is frequently discussed and reviewed at SAC/ PTA/ Title 1 meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our school plans to build positive relationships with stakeholders by communicating our expectations and goals through conferences, open house, parent links and emails. We also hold various events to include and build upon our community.
https://www.browardschools.com/domain/15964

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our school plans to strengthen our academic program by providing more opportunities for collective

teacher efficacy through common planning and designated collaboration time, providing professional development through PLCs, improving tier 1 instruction, and improving our RTI process and data collection.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We are a community eligibility provision school that offers free meals for all students daily.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

They meet with students regularly and provide strategies for success. They also have leadership groups that work with at risk students.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school utilizes the district's behavioral matrix. All offenses are addressed and handled according to the matrix.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

PLCs are teacher led opportunities to work collaboratively to increase student success that meets biweekly. Staff select District led professional developments to attend depending on the need or skill.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Curriculum vertically aligns with the expectations on an incoming kindergartener. Towards the end of the school year pre-k teachers modify their daily schedules to match the kindergarten schedule. Parents are invited to kindergarten round-up to learn expectations. Incoming kindergarteners are screened prior to the start of the school year.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Weekly instructional leadership meetings, data driven/ content area PLCs, and implementation of data chats during September, January and May will be used to determine the effectiveness of resources. Implementation of coaching cycles based on content area and assessment data utilizing our 4 instructional coaches (K-2 ELA/math/science, 3-5 Literacy, 3-5 math, 3-5 science) will monitor tier 1 strategies and the implementation of resources. Fidelity of RTI progress monitoring and documented interventions will monitor student's growth.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Weekly instructional leadership meetings, data driven/ content area PLCs, and implementation of data chats during September, January and May will be used to track student progress and determine remediation when needed. Implementation of coaching cycles based on content area and assessment data utilizing our 4 instructional coaches (K-2 ELA/math/science, 3-5 Literacy, 3-5 math, 3-5 science will provide an additional layer of support for teachers in strengthening tier 1 instruction. The state's FAST assessment will be utilized to track growth of SIP goals during progress monitoring cycles (PM1,2,3).

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00