Broward County Public Schools

NORCREST ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 12

D. Early Warning Systems 13

II. Needs Assessment/Data Review 17

A. ESSA School, District, State Comparison 18

B. ESSA School-Level Data Review 19

C. ESSA Subgroup Data Review 20

D. Accountability Components by Subgroup 21

E. Grade Level Data Review 24

III. Planning for Improvement 25

IV. Positive Learning Environment 37

V. Title I Requirements (optional) 40

VI. ATSI, TSI and CSI Resource Review 44

VII. Budget to Support Areas of Focus 45

School Board Approval

This plan was approved by the Broward County School Board on October 13, 2026.

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 identifying, 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

Vanessa Schnur

vanessa.schnur@browardschools.com

Position Title

Principal

Job Duties and Responsibilities

The role and responsibilities of a principal are:
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
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
Christina Murphy

christina.murphy@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
MTSS Administrator

Any other duties assigned by the Principal.

Leadership Team Member #3

Employee's Name
Sandra Aversa

sandra.aversa@browardschools.com

Position Title
Math Coach

Job Duties and Responsibilities

Create a math environment conducive to effective instruction.
Demonstrate (model) effective learning strategies in classrooms.
Assists with student testing.
Use assessment data to assist administratorsand teachers 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 math in order to improve students’ academic and communication skills and achievement. Facilitate and monitor class progress of students.
Facilitate Professional Development & PLC’s as needed
Testing coordinator
Extended Learning Opportuniities Coordinator
Assist teachers with Curriculum Maps
Leadership Team Member
Support Staff Member
Any other duties assigned by the Principal.

Leadership Team Member #4

Employee's Name
Julie Van Hoose

julie.vanhoose@browardschools.com

Position Title
Literacy Coach

Job Duties and Responsibilities

Create an effective literacy environment conducive to high-quality instruction.
Demonstrate (model) effective learning strategies in classrooms.
Assists with student testing.
Use assessment data to assist administrators and teachers 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 in order to improve students' reading, writing, and communication skills and content area achievement.
MTSS/CPST Coordinator
Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading in FOCUS; 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 Professional 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
Amanda Soeder

amanda.soeder@browardschools.com

Position Title
Reading Resource

Job Duties and Responsibilities

Create a literacy and science environment conducive to effective instruction.
Demonstrate (model) effective learning strategies in classrooms.
Assists with student testing and progress monitoring.
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 in order to improve students' reading, writing, and communication skills and content area achievement.
MTSS/CPST Coordinator
Update faculty regarding Progress Monitoring Plan revisions; create PMP's for reading on FOCUS; 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 Professional 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 #6

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, 504 Liaison, HEART liaison, Student recognition

Leadership Team Member #7

Employee's Name
Allison Thomas

allison.thomas@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 and monitor 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 FOCUS 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 #8

Employee's Name
Colin Divine

colin.divine@browardschools.com

Position Title
Science Resource

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 curriculum under science. Form and schedule remedial groups based on school, county and state data.
Facilitate remedial groups; monitor class progress of students in remedial groups.
Facilitate Professional Development & PLC's as needed
Assist teachers with Curriculum Maps
Leadership Team Member
Support Staff Member
Any other duties assigned by the Principal.

Leadership Team Member #9

Employee's Name
Fabiana Spiteri

fabiana.spiteri@browardschools.com

Position Title
ESOL Resource/Coordinator

Job Duties and Responsibilities

Create an effective environment conducive to high-quality instruction for our ELL students.
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 (WIDA).
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 within ESOL students.
Form and schedule ESOL groups based on school, county and state data.
Facilitate ESOL groups; monitor class progress of students in those groups.
Facilitate Professional Development & PLC's as needed
Assist teachers with Curriculum Maps
Leadership Team Member
Support Staff Member
Any other duties assigned by the Principal

Leadership Team Member #10

Employee's Name
Jessica Burns

jessica.burns@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.
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 and quarterly data chats will be conducted to identify and rectify achievement gaps. During the mid-year review and instructional review periods 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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**78.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: B** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	79	82	104	120	90	90				565
Absent 10% or more school days	42	33	36	38	43	38				230
One or more suspensions	0	1	2	1	1	2				7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	24	24	43	48	12	18				169
Level 1 on statewide Math assessment	18	16	28	30	8	23				123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	2	0	0	0	0				3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	7	17	19	6	0				59

Current Year 2026-27

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	20	20	36	45	15	22				158

Current Year 2026-27

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	0	1	7	33	0	0				41
Students retained two or more times	0	0	0	4	13	18				35

Prior Year (2025-26) 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	
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)				10	4					14
Course failure in Math				7	12					19
Level 1 on statewide ELA assessment	11	29	48	34	33	34				189
Level 1 on statewide Math assessment	11	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)		4	20							24
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 (2025-26) 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		2	1	8	13	14				38

Prior Year (2025-26) 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	2		7	18	3	1				31
Students retained two or more times		2	1	12	23	18				56

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	67	62	46	64	59	44	61	57
Grade 3 ELA Achievement	40	65	61	48	63	59	40	60	58
ELA Learning Gains	68	66	63	58	65	60	58	64	60
ELA Lowest 25th Percentile	62	63	58	71	60	56	56	60	57
Math Achievement*	59	73	66	52	70	64	50	66	62
Math Learning Gains	66	69	64	57	68	63	58	66	62
Math Lowest 25th Percentile	52	53	50	34	55	51	62	55	52
Science Achievement	43	65	62	34	60	58	47	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	440
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
55%	52%	52%	41%	54%	39%	

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	41%	No		
English Language Learners	53%	No		
Black/African American Students	52%	No		
Hispanic Students	56%	No		
White Students	62%	No		
Economically Disadvantaged Students	55%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	50%	40%	68%	62%	59%	66%	52%	43%					
Students With Disabilities	24%	19%	62%	61%	33%	60%	55%	17%					
English Language Learners	43%	37%	63%	63%	57%	64%	59%	35%					
Black/African American Students	44%	31%	71%	53%	55%	61%	50%	48%					
Hispanic Students	49%	40%	66%	68%	57%	66%	64%	34%					
White Students	63%	59%	68%		61%	68%		55%					
Economically Disadvantaged Students	50%	37%	70%	60%	58%	65%	53%	44%					

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	39%	64%	-25%	60%	-21%
ELA	4	61%	65%	-4%	60%	1%
ELA	5	52%	67%	-15%	61%	-9%
Math	3	56%	73%	-17%	66%	-10%
Math	4	71%	72%	-1%	65%	6%
Math	5	52%	69%	-17%	62%	-10%
Science	5	44%	63%	-19%	60%	-16%

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 Math Lowest 25 Gain increased from 34% in 2025 to 52% in 2026. We increased coaching and support for our students implemented additional small group support to improve student achievement. Our goal for this school year is to increase to 70%.

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 ELA 3rd Grade proficiency of 40%. Contributing factors include gaps in foundational skills, tier 1 instruction deficiencies, progress monitoring and data collection. Our school this school year is an increased to 48%.

Greatest Decline

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

In the 2024-2025 school year, we had 71% of students show growth in ELA Lowest 25 Gains. In the 2025-2026 school year 62% 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. Our school goal for this year is to increase to 72%.

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 60%, 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 absent more than 10% (Chronic student absenteeism).

- Potential area of concern #2 is students scoring level 1 on state ELA assessment overall.

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 proficiency in ELLs and SWDs for Math and ELA.
3. Improve tier 1 ELA instruction to increase learning gains in math and lowest 25 in ELA.
4. 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 ELA

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.

This action plan will ensure an increase in student achievement in proficiency.

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 2027, 53% (up from 50% in 25-26 SY) or more of students in grades 3-5 will score at/above level 3 on statewide standardized ELA assessment (FAST).

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 and professional learning opportunities throughout the year to review and analyze both the state's Progress Monitoring (FAST & STAR PM) data and iReady Inform 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 biweekly 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 check points will help ensure we are meeting the academic and developmental needs of all learners with intentionality and effectiveness.

Person responsible for monitoring outcome

Admin 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 programs are evidence based 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
Monitoring and analyzing data

Person Monitoring:
Admin and Instructional Coaches

By When/Frequency:
Monthly

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

Action Step #2
Strengthen Data-Driven ELA Instruction and Targeted Intervention

Person Monitoring:
Admin and Coaches

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Norcrest Elementary will use ongoing ELA data from FAST, i-Ready, classroom assessments, and progress-monitoring tools to identify student strengths, skill gaps, and students in need of additional support. Teachers will participate in data-driven PLCs to analyze student performance, identify priority standards, and plan targeted small-group instruction and differentiated learning opportunities. Instructional coaches and administrators will provide support through modeling, coaching, and feedback focused on effective literacy instruction, including explicit instruction, questioning, vocabulary development, reading comprehension, and student engagement. Student progress will be monitored monthly through common assessments and progress-monitoring data. The school will review the data to determine whether students are demonstrating growth toward proficiency and will adjust instruction, interventions, and supports as needed.

Area of Focus #2

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

Instructional Practice specifically relating to Small-group Instruction

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.

Grade 3 ELA proficiency is an area of focus based on prior-year student data. Small-group instruction will provide targeted support to address student learning needs, close skill gaps, and improve ELA achievement.

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 of 2027, students in grade 3 will achieve an overall proficiency of 43% (up from 40% in 25-26 SY) on their FAST PM3 ELA Assessment.

Monitoring

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

Through classroom walkthroughs we will monitor small-group instruction, and student data will be reviewed to measure its impact on ELA achievement.

Person responsible for monitoring outcome

Admin 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 programs are evidence based and designed to provide targeted support to students 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 and Analyzing

Person Monitoring:
Admin and Instructional Coaches

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student progress will be monitored and analyzed to ensure the consistent implementation of evidence-based comprehension strategies, standards-aligned questioning, instruction utilizing Magnetic Reading resources to support mastery of the Florida B.E.S.T. Standards in every classroom, and implementation of center-based instruction to support small group structure (i.e. UFLI, MTSS, Standard-aligned centers).
Teachers will use the data to identify student needs, adjust small-group instruction and interventions, and determine whether instructional strategies are improving student achievement.

Action Step #2
Professional Development

Person Monitoring:
Admin and Instructional Coaches

By When/Frequency:
Ongoing/As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development on high-impact small-group instruction, effective classroom structures, and student rotations.
Classroom walkthroughs will monitor implementation, and student progress will be monitored and analyzed using core curriculum assessments, i-Ready assessments, intervention data, and FAST Progress Monitoring results to determine the impact on student achievement and guide instructional adjustments.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

The action plan will increase student achievement and proficiency in science by strengthening standards-based instruction aligned to the FLorida Next Generation Sunshine State Standards (NGSSS). Teachers will provide rigorous, inquiry-based learning experiences that emphasize scientific thinking, hands-on investigations, academic discourse, and the integration of literacy strategies to improve student understanding of scientific concepts.

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 2027, 46% (up from 43% in the 2025-2026 school year) or more of fifth-grade students will score level 3 or above on the Florida Statewide Science Assessment.

Monitoring

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

We will hold data chats and analyze data within 5th grade teachers and have classroom walkthroughs to support implementation. We also will utilize our resource teacher to support 5th grade teachers with science content.

Person responsible for monitoring outcome

Admin 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 Progress Learning data, a framework allowing multiple assessment opportunities within a standards-based remediate small group for science instruction. As stated, we will hold data chats and analyze data within 5th grade teachers and have classroom walkthroughs to support implementation. We also will utilize our resource teacher to support 5th grade teachers with science content.

Rationale:

These program used (Performance Coach, J&J Bootcamp) are evidence-based and designed to provide targeted support to students who are considered below within the science grade level standards.

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

Science Data Training

Person Monitoring:
Admin and Instructional Coaches

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct staff training that is aligned with student achievement data and identified teacher needs. Professional development opportunities will be provided to enhance and support the quality of teaching and learning, thereby increasing academic performance. These sessions will focus on district and school initiatives designed to improve teacher effectiveness in instructional delivery.

Action Step #2
Science Data Training

Person Monitoring:
Admin and Instructional Coaches

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use science assessment data, including common formative assessments, classroom assessments, and district/state science assessment data, to identify standards and skills requiring additional support. During collaborative planning and PLC meetings, teachers will analyze student performance by benchmark, plan standards-aligned instruction and hands-on learning experiences, and provide targeted small-group remediation and enrichment based on student needs. Teachers will use ongoing formative assessments to adjust instruction and provide additional opportunities for students to demonstrate mastery of identified science benchmarks.
The school will monitor the impact through regular analysis of common formative assessment data, benchmark assessments, student work, and classroom walkthroughs. Grade-level teams and administration will review science data during PLCs and data meetings to identify trends, monitor student growth, and determine whether students are demonstrating increased mastery of targeted benchmarks. Students who are not demonstrating expected growth will receive additional targeted instruction and progress monitoring. Instructional adjustments will be made based on the data, and progress will be reviewed throughout the year to determine the effectiveness of the action steps.

Area of Focus #4

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.

Reading achievement in grades K, 1, 2, and 3 has been identified as an Area of Focus based on 2026 end-of-year STAR assessment results, which showed that 57% of kindergarten, 52% of first-grade, 68% of second-grade, and 40% of third-grade students scored below Level 3 proficiency. These performance gaps highlight the need to strengthen early literacy skills, as reading proficiency is foundational to success across all academic content areas. Addressing this area of focus will

support increased student achievement, accelerate literacy growth, and better prepare students for future academic success.

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

Teachers in grades K–2 will strengthen the quality and consistency of core reading instruction through explicit, systematic, and differentiated Science of Reading practices. Instruction will prioritize phonemic awareness, phonics, decoding, high-frequency words, vocabulary, fluency, and comprehension, with increased opportunities for students to practice skills in decodable and grade-level texts. Teachers will use FAST/STAR and ongoing progress-monitoring data to identify specific skill gaps, provide targeted small-group instruction, and adjust instruction based on student performance. PLCs will be used to monitor student growth, identify students requiring additional support, and ensure instructional practices are implemented consistently across classrooms. Add

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

Grade 3 Reading/ELA achievement will be improved through data-driven small-group instruction that targets students' identified needs. Flexible grouping, targeted interventions, ongoing progress monitoring, and differentiated instruction will be used to increase reading proficiency.

Grades K-2: Measurable Outcome(s)

Note: The data comes from the state RAISE data. Add your 2027 end-of-year targets.

Grade K: By May 2027, the percentage of kindergarten students scoring at or above Level 3 proficiency in reading on the STAR end-of-year assessment will increase from 43% to **46%.**

Grade 1: By May 2027, the percentage of 1st grade students scoring at or above Level 3 proficiency in reading on the STAR end-of-year assessment will increase from 48% to **51%.**

Grade 2: By May 2027, the percentage of 2nd grade students scoring at or above Level 3 proficiency in reading on the STAR end-of-year assessment will increase from 32% to **35%.**

Grades 3-5: Measurable Outcome(s)

By June of 2027, students in grade 3 will achieve an overall proficiency of 43% (up from 40% in 25-26 SY) on their FAST PM3 ELA Assessment.

Monitoring

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

The Area of Focus will be monitored through classroom walkthroughs, lesson plan reviews, PLC/data team meetings, and ongoing analysis of FAST, STAR, common assessment, and progress-monitoring data. Administration and instructional support staff will monitor implementation of explicit, systematic Science of Reading practices and provide feedback to teachers. Grade-level teams will regularly review student data, adjust instruction, and provide targeted intervention to students not demonstrating expected growth.

Person responsible for monitoring outcome
Admin 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:
The school will implement UFLI Foundations in 1st grade as a systematic, explicit foundational literacy intervention aligned with the Science of Reading. Teachers will provide daily instruction in phonics, phonemic awareness, decoding, encoding, word recognition, and reading fluency. Instruction will include explicit modeling, guided practice, and opportunities for students to apply phonics skills to reading connected text and written responses.

Rationale:
First grade is a critical year for students to develop automaticity and fluency with foundational reading skills. Consistent implementation of UFLI will strengthen students' ability to accurately decode and spell words while building the fluency necessary for comprehension. Student progress will be monitored through UFLI assessments, phonics and fluency assessments, i-Ready data, and other grade-level literacy measures. Data will be reviewed during PLC/Data Team meetings to identify students requiring additional support and to adjust instruction based on student needs.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Grade 3: Reading achievement will be improved through data-driven small-group instruction informed by i-Ready assessment data.

Rationale:
This evidence-based approach provides targeted support for students needing additional assistance in reading and aligns with the RTI framework through ongoing progress monitoring and multiple opportunities to assess student growth and adjust instruction.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #3:
The school will implement UFLI Foundations as a systematic, explicit foundational literacy practice in 2nd grade, aligned with the Science of Reading. Students requiring additional targeted support will receive Phonics for Reading intervention to strengthen phonics, decoding, word recognition, and fluency skills. Instruction will focus on explicit modeling, guided practice, decoding increasingly complex words, syllable patterns, multisyllabic words, encoding, and application of skills in connected text.

Rationale:
Second grade is a critical year for students to develop automaticity and fluency with increasingly complex words and text. The combination of UFLI Foundations and Phonics for Reading provides students with systematic instruction and additional targeted practice based on individual needs. This approach will support students who have not yet mastered foundational reading skills and help increase their accuracy, fluency, and ability to access grade-level text. Student progress will be monitored through UFLI and Phonics for Reading assessments, phonics and fluency measures, i-Ready data, FAST data, and other grade-level literacy assessments. Data will be reviewed during PLC/Data Team meetings to identify students requiring additional support and adjust instruction.

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
Implement UFLI and Targeted Phonics Intervention in Kindergarten

Person Monitoring:
Principal/Assistant Principal, Literacy Coach, and Kindergarten Teachers

By When/Frequency:
Daily implementation; progress monitored every 4–6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Kindergarten teachers will implement UFLI Foundations consistently to provide explicit, systematic instruction in phonemic awareness, letter-sound correspondence, blending, segmenting, decoding, and encoding. Students who demonstrate gaps in foundational literacy skills will receive additional targeted intervention using Phonics for Reading. The school will monitor implementation through classroom walkthroughs, lesson-plan reviews, UFLI and Phonics for Reading progress-monitoring data, and grade-level PLC/Data Team meetings. Student data will be reviewed every 4–6 weeks to measure growth, identify students needing additional support, and adjust instruction and intervention as needed.

Action Step #2
Grade 3: Data Monitoring and Analyzing

Person Monitoring:
Admin and Instructional Coaches

By When/Frequency:
By May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom walkthroughs will be implemented to monitor the implementation of data-driven small-group instruction, provide feedback, and identify areas for instructional support and improvement. Walkthrough data and student performance data will be analyzed regularly to inform instructional decisions and drive continuous improvement in reading achievement.

Action Step #3
Grade 3: Implement Evidence-Based Reading Instruction and Effective Small-Group Structures

Person Monitoring:	**By When/Frequency:**
Admin and Instructional Coaches	May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure the consistent implementation of evidence-based comprehension strategies, standards-aligned questioning, and instruction utilizing Magnetic Reading resources to support mastery of the Florida B.E.S.T. Standards in every classroom. Ensure implementation of center-based instruction to support small group structure (i.e. UFLI, MTSS, Standard-aligned centers). Classroom walkthroughs will be conducted to monitor implementation.

Action Step #4
Grade 3: Professional Development

Person Monitoring:	**By When/Frequency:**
Admin and Instructional Coaches	May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Development on high-impact small group instruction/structure in the classroom and best practices for effective student rotations. Progress monitoring will occur through core curriculum assessments, iReady assessments, intervention performance, and our FAST Progress Monitoring assessments. Classroom walkthroughs will be conducted to monitor implementation.

Action Step #5
Implement UFLI and Targeted Phonics Intervention in First Grade

Person Monitoring:	**By When/Frequency:**
Principal/Assistant Principal, Literacy Coach, and First Grade Teachers	Daily implementation; progress monitored every 4–6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
First grade teachers will implement UFLI Foundations consistently to provide explicit, systematic instruction in phonics, decoding, encoding, word recognition, and reading fluency. Students who demonstrate gaps in foundational literacy skills will receive additional targeted intervention using Phonics for Reading. The school will monitor implementation through classroom walkthroughs, lesson-plan reviews, UFLI and Phonics for Reading progress-monitoring data, and grade-level PLC/Data Team meetings. Student data will be reviewed every 4–6 weeks to measure growth, identify students needing additional support, and adjust instruction and intervention as needed.

Action Step #6
Implement UFLI and Targeted Phonics Intervention in Second Grade

Person Monitoring:	**By When/Frequency:**
Principal/Assistant Principal, Literacy Coach, and	Daily implementation; progress monitored every

Second Grade Teachers	4–6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Second grade teachers will implement UFLI Foundations consistently to provide explicit, systematic instruction in phonics, advanced decoding, encoding, word recognition, syllable patterns, and reading fluency. Students who demonstrate gaps in foundational literacy skills will receive additional targeted intervention using Phonics for Reading. The school will monitor implementation through classroom walkthroughs, lesson-plan reviews, UFLI and Phonics for Reading progress-monitoring data, and grade-level PLC/Data Team meetings. Student data will be reviewed every 4–6 weeks to measure growth, identify students needing additional support, and adjust instruction and intervention as needed.

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.

Prior-Year Data/Rationale:
Student attendance has been identified as a schoolwide Area of Focus based on a review of 2025–26 attendance data. During the 2025–26 school year, **32.7% of Norcrest Elementary students were chronically absent**, compared to an elementary school average of **26.53%**. Norcrest's average daily attendance was **91.5%**, with an average of **53 students absent each day**. Chronic absenteeism is defined as missing 10% or more of the school year. These data indicate that attendance is a significant barrier to students' consistent access to instruction and academic interventions. Frequent absences result in missed core instruction, intervention, classroom practice, and opportunities to engage with teachers and peers. Improving attendance will increase students' instructional time and provide greater consistency in their academic and social learning.

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.

For the **2026–27 school year**, Norcrest will decrease chronic absenteeism **by at least 1 percentage point**, from **32.7% to 31.7% or lower by June 2027**.
The school will monitor attendance by grade level and establish the following measurable outcome for each grade:
Grade Level2026–27 Measurable OutcomeKindergarten | Decrease chronic absenteeism by **at**

least 1 percentage point from the 2025–26 baseline.
1st Grade | Decrease chronic absenteeism by **at least 1 percentage point** from the 2025–26 baseline.
2nd Grade | Decrease chronic absenteeism by **at least 1 percentage point** from the 2025–26 baseline.
3rd Grade | Decrease chronic absenteeism by **at least 1 percentage point** from the 2025–26 baseline.
4th Grade | Decrease chronic absenteeism by **at least 1 percentage point** from the 2025–26 baseline.
5th Grade | Decrease chronic absenteeism by **at least 1 percentage point** from the 2025–26 baseline.

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 data will be reviewed regularly by administration and grade-level teams to identify students approaching or meeting the chronic absenteeism threshold. Students with concerning attendance patterns will be identified for early intervention, and families will be contacted to address barriers to regular attendance. Progress will be monitored throughout the year, with the goal of achieving a **schoolwide chronic absenteeism rate of 31.7% or lower by June 2027**.

Person responsible for monitoring outcome
Angemie Mathieu

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:
Norcrest Elementary will implement a personalized attendance communication strategy for students who are absent frequently or are at risk of becoming chronically absent. Staff will regularly communicate with families through phone calls, text messages, and/or written notifications to share students' attendance status, reinforce the importance of regular attendance, and identify and address barriers that may be preventing students from attending school consistently. Attendance data will be reviewed regularly to identify students needing additional support.

Rationale:
This intervention was selected based on Norcrest's 2025–26 chronic absenteeism rate of 32.7%, which was higher than the elementary school average of 26.53%. Research indicates that personalized communication with families about attendance can improve attendance by increasing parent awareness and encouraging timely action when absences begin to accumulate. This intervention provides an early, proactive response before students reach or exceed the chronic

absenteeism threshold.

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
Improve Student Attendance Through Personalized Family Engagement

Person Monitoring:
Dr. Nicholas

By When/Frequency:
Monthly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Norcrest Elementary will implement a schoolwide attendance monitoring and family outreach process. Attendance data will be reviewed weekly to identify students who are frequently absent or tardy and students who are approaching the chronic absenteeism threshold. Staff will communicate with families regarding attendance concerns, identify barriers to regular attendance, and provide appropriate support and attendance goals. Students who continue to demonstrate attendance concerns will receive additional interventions through the school's MTSS process.

Action Step #2
Strengthen Attendance Incentives and Recognitions

Person Monitoring:
Christina Murphy

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Norcrest Elementary will implement a schoolwide attendance incentive program to encourage consistent attendance. Incentives will include classroom rewards for meeting attendance goals, grade-level challenges, and recognition for students with improved or perfect attendance. Students will be acknowledged during morning announcements, on the attendance bulletin board, and at monthly assemblies. Attendance data will be reviewed monthly to determine the effectiveness of incentives and make adjustments as needed to increase student participation and improve overall attendance.

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.

https://norcrest.browardschools.com

We will share out the approve SIP with our stakeholders, staff, and community at the monthly SAC 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://norcrest.browardschools.com

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 (breakfast & lunch) 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 and guidance 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. 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 ATSI, TSI, or 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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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