

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NORCREST ELEMENTARY SCHOOL

District Name: Broward

Principal: Roberta L. Ray

SAC Chair: Rebecca Lysengen

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-21-2009

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VISION and MISSION STATEMENTS

The Norcrest Community is committed to do what is best for children by inspiring ALL to achieve their greatest potential.

BELIEF STATEMENTS

We believe that every child is entitled to an equal educational opportunity, which may require unique support services based on the needs of the individual child and family.

We believe that it is our responsibility to enable students to succeed in life by providing appropriate and instructional life long learning skills to meet their full potential.

We believe that achievement will rise to the level of expectation as facilitated by sound curriculum teaching methods and strategies, which integrate curricular skills, creativity, and social development.

We believe that the educational process requires a commitment and involvement from the community, including parents, businesses, students, and school staff members.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Norcrest Elementary, Home of the Tigers, recently celebrated its 50th year in operation. This 2009-2010 school year, Norcrest Elementary will open its doors for its 52nd school year. Norcrest is located in Pompano Beach, Florida. It is recently under construction. The original buildings have been demolished this summer of 2009. The parking lot as well as the cafeteria are currently in the process of being constructed. The new architectural design affords students learning opportunities in a technologically, state-of-the-art and aesthetically pleasing facility.

Unique School Strengths for Next Year

Norcrest Elementary demonstrated an increase in student achievement during the FCAT 2009 assessment. There was a 10 percentage point (85%) increase in the percentage of students meeting the standard and a 4 percentage point increase (58%) of students in the lowest 25% making learning gains in math. In the area of science, there was a 2 percentage point increase (43%) of students meeting high standards. Therefore, there were increases in reading, math, and science.

Unique School Weaknesses for Next Year

Norcrest Elementary demonstrated a significant decline in the area of math causing the school letter grade to drop from an A to a B. During the FCAT 2009 assessment, there was a decline of 8 percentage points (57%) in the area of math learning gains and a 30 percentage point decrease (42%) in the area of math learning gains for the lowest 25%. Writing also demonstrated a slight decrease of 2 percentage points (89%).

Student Demographics

Norcrest Elementary has a diverse population of students. The breakdown is as follows: 53.6% White, 24.7% Hispanic, 17.6% Black, 1.49% Asian, .29% Native, and 2.09% Multi-Ethnic. 49.4% of our students qualify for free or reduced lunch. Moreover, the population of English Language Learners at Norcrest Elementary has increased to 19.7%. 19.3% of our student body fall

under the Students With Disability (SWD) subgroup.

Student Attendance Rates

Norcrest Elementary has maintained a steady student attendance rate. The attendance rate in 2007, 2008, and 2009 has been 94.50%.

Student Mobility

The mobility rate at Norcrest Elementary has demonstrated an increase: 24.20%, 2006-2007; 20.20%, 2007-2008; 25.00%, 2008-2009.

Student Suspension Rates

There has been an increase of suspensions over the past three years: 0.40%, 2006-2007; 0.60%, 2007-2008; 4.50%, 2008-2009.

Student Retention Rates

The retention rate has fluctuated. In 2007, the average retention rate was 5.52. In 2008, the average retention rate was 3.28. However, the retention rate in 2009 was 4.70. There has been an increase of 1.42 in retention rate.

Class Size

Norcrest Elementary has made great efforts to maintain small class sizes in order to meet the needs of students. In the 2008-09 school year, the class average for Kindergarten through third grade was 15.66 and 19.37 in fourth and fifth grade.

Norcrest Elementary also has a multi-grade autistic cluster on campus. Teacher to pupil ratio is kept to a minimum so that the individual needs of each student is met. There are FOUR highly qualified teachers to approximately twenty-eight students. Each classroom also has at least one teacher assistant.

Academic Performance of Feeder Pattern

n/a

Partnerships and Grants

Grants:

Teachers apply for the Teacher Directed Improvement Fund grant (T.D.I.F.) annually in order to attend professional seminars such as the International Reading Association Conference. Teachers utilize strategies and best practices learned in these seminars during classroom instruction.

Partnerships:

Norcrest Elementary has various Partners In Education that assist in working towards meeting the school's mission.

North Broward Medical Center provides mentors, needed educational supplies, health education for both students and staff as well as safety materials such as bicycle helmets and infant car seats. North Broward Medical Center also provides students with economical issues with a holiday play and luncheon once per year.

The school also has partnered with two neighboring Publix Supermarkets which provide students with economical issues with school supplies and food for families. These branches also work together with the school to provide real-life math connections via math night activities at the store sites. Food is also provided to the school to provide financial relief during school events including staff developments.

Upchurch Management (McDonalds) provides the school with food coupons that are utilized for student incentives promoting students to reach their educational goals.

Dunkin Donuts assists the school with the annual open house for kindergarten students and their parents. Learning communities are also partially sponsored by Dunkin Donuts as their provide the staff with baked goods.

Norcrest Elementary's Character Education Program is sponsored by Edco. Edco provides character education certificates and plaques for student recognition.

Norcrest Elementary is also in the process of building a partnership with The Broward Fair and the Pompano Citi Centre which provides students with voucher to child oriented activities such as Disney on Ice. This partnership will assist students to experience activities that may not be financially feasible otherwise.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Roberta L. Ray	<p>Degrees: MS – Educational Leadership, Florida Atlantic University BS – Elementary Education, Marshall University</p> <p>Certifications: Educational Leadership K-12 Elementary Education 1-6 Math 6-12</p>	9.5	12.5	<p>2008-2009 Grade B. Reading Mastery: 79%, Learning Gains: 69%; Lowest 25% Gains: 58%. Math Mastery: 82%, Learning Gains: 57%; Lowest 25% Gains: 42%. Writing: 89% met mastery. Science: 43% met mastery. A.Y.P. was not met. In the area of reading, White, Black, and Economically Disadvantaged met A.Y.P. criteria. ELL and SWD did not meet criteria in the area of reading. In the area of math, White, Black, Hispanic, and Economically Disadvantaged met criteria. ELL and SWD did not meet criteria.</p> <p>2007-2008 Grade A. Reading Mastery: 70%, Learning Gains: 63%; Lowest 25% Gains: 54%. Math Mastery: 75%, Learning Gains: 69%; Lowest 25% Gains: 72%. Writing: 91% met mastery. Science: 41% met mastery. A.Y.P. was not met. In the area of reading, White, Hispanic, Economically Disadvantaged did meet A.Y.P. criteria. The Black, ELL, and SWD subgroups did not meet A.Y.P. criteria. In the area of math, White, Black, Hispanic, and Economically Disadvantaged did meet A.Y.P. criteria. ELL and SWD did not meet criteria in the area of math.</p> <p>2006-2007 Grade A. Reading Mastery: 67%, Learning Gains: 66%; Lowest 25% Gains: 57% Math Mastery: 76%, Learning Gains: 72%; Lowest 25% Gains: 70% Writing: 89% met mastery. Science: 44% met mastery. A.Y.P. was not met. In the area of reading, White, Hispanic, Economically Disadvantaged met A.Y.P. criteria in reading. The Black, ELL, and SWD subgroups did not meet criteria in reading. In the area of math, all subgroups met A.Y.P. criteria.</p> <p>2005-2006 Grade A. Reading Mastery: 73%, Learning Gains: 70%; Lowest 25% Gains: 69% Math Mastery: 75%, Learning Gains: 81%; Lowest 25% Gains: no information available. Writing: 87% met mastery. Science: no information available. A.Y.P. was met. In the areas of reading and math, all subgroups met A.Y.P. criteria.</p> <p>2004-2005 Grade B. Reading Mastery: 62%, Learning Gains: 65%; Lowest 25% Gains: 48% Math Mastery: 67%, Learning Gains: 70%; Lowest 25% Gains: no information available. Writing: 83% met mastery. Science: no information available. A.Y.P. was provisional. In the area of reading, White, Black, Hispanic, Economically Disadvantaged, and ELL met A.Y.P. criteria. SWD did not meet A.Y.P. criteria in reading. In the area of math, all subgroups met criteria.</p> <p>2003-2004 Grade A. Reading Mastery: 63%, Learning Gains: 69%; Lowest 25% Gains: 56% Math Mastery: 61%, Learning Gains: 72%; Lowest 25% Gains: no information available. Writing: 90% met mastery. Science: no information available. A.Y.P. was not met. In the area of reading, White, Black, Hispanic, Economically Disadvantaged, and ELL subgroups met A.Y.P. criteria. SWD did not meet A.Y.P. reading criteria. In the area of math, all subgroups met criteria.</p> <p>2002-2003 Grade A. Reading Mastery: 57%, Learning Gains: 70%; Lowest 25% Gains: 75% Math Mastery: 51%, Learning Gains: 79%; Lowest 25% Gains: no information available. Writing: 83% met mastery. Science: no information available. A.Y.P. was not met. In the area of reading, White, Black, Hispanic, Economically Disadvantaged, and ELL subgroups met A.Y.P. criteria. The SWD subgroup did not meet criteria in reading. In the area of math, White, Hispanic, and Economically Disadvantaged subgroups did meet criteria. The Black, ELL, and SWD subgroups did not meet math A.Y.P. criteria.</p>

						<p>2008-2009 Grade A. Reading Mastery: 61%, Learning Gains: 61%; Lowest 25% Gains: 57%. Math Mastery: 67%, Learning Gains: 74%; Lowest 25% Gains: 83%. Writing: 87% met mastery. Science: 38% met mastery. A.Y.P. was not met in the area reading and in the area of math. The Hispanic subgroup did meet criteria in math.</p> <p>2007-2008 Grade A. Reading Mastery: 65%, Learning Gains: 69%; Lowest 25% Gains: 74%. Math Mastery: 69%, Learning Gains: 78%; Lowest 25% Gains: 83%. Writing: 95% met mastery. Science: 29% met mastery. A.Y.P. was not met. All subgroups met criteria in the area of reading. All subgroups met criteria in the area of math except for English Language Learners.</p> <p>2006-2007 Grade A. Reading Mastery: 48%, Learning Gains: 77%; Lowest 25% Gains: 78% Math Mastery: 66%, Learning Gains: 65%; Lowest 25% Gains: 75% All subgroups met AYP in the area of math. Writing: 86% met mastery. Science: 33% met mastery. A.Y.P. was not met. In the area of reading, the White subgroup met criteria. Black, Hispanic, Economically Disadvantaged, and ELL did not meet A.Y.P. criteria. In the area of math, all subgroups met criteria for A.Y.P.</p> <p>2005-2006 Grade B. Reading Mastery: 58%, Learning Gains: 61%; Lowest 25% Gains: 59% Math Mastery: 59%, Learning Gains: 64%; Lowest 25% Gains: no information available. Writing: 79% met mastery. Science: no information available. A.Y.P. was provisional. In the area of reading, all subgroups met criteria. In the area of math, Hispanic, Economically Disadvantaged, and ELL met criteria. The Black subgroup did not meet criteria in math.</p> <p>2004-2005 Grade B. Reading Mastery: 57%, Learning Gains: 70%; Lowest 25% Gains: 63% Math Mastery: 61%, Learning Gains: 80%; Lowest 25% Gains: no information available. Writing: 62% met mastery. Science: no information available. A.Y.P. was provisional. In the area of reading, all subgroups met criteria. In the area of math, all subgroups met criteria.</p> <p>2003-2004 Grade C. Reading Mastery: 49%, Learning Gains: 67%; Lowest 25% Gains: 43% Math Mastery: 52%, Learning Gains: 69%; Lowest 25% Gains: no information available. Writing: 86% met mastery. Science: no information available. A.Y.P. was met in the area of reading and math for all subgroups.</p> <p>2002-2003 Grade B. Reading Mastery: 42%, Learning Gains: 64%; Lowest 25% Gains: 56% Math Mastery: 56%, Learning Gains: 74%; Lowest 25% Gains: no information available. Writing: 78% met mastery. Science: no information available. A.Y.P. was not met. In the area of reading, White, Black, Hispanic, and Economically Disadvantaged subgroups met criteria. ELL and SWD did not meet criteria in the area of reading. In the area of math, White, Black, Hispanic, Economically Disadvantaged, and ELL met criteria. SWD subgroup did not meet criteria in math.</p>
Assis Principal	Barbara Rothman	<p>Barbara Rothman Degrees: Ed.S. – Educational Leadership, Nova Southeastern University MS – Reading, Florida International University BS – Elementary Education, Florida International University</p> <p>Certifications: Principal K-12 Educational Leadership K-12 Reading K-12 Elementary Education 1-6 Primary Education K-3</p>	6.5			

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
reading	Marilyn Park	early childhood elementary education ESOL endorsement reading	30	1	<p>2008-2009-Third Grade Teacher. Reading Mastery: 95%.</p> <p>2007-2008-Third Grade Teacher. Reading Mastery: 100%</p>

		endorsement gifted endorsement			2006-2007-Third Grade Teacher. Reading Mastery: 100%
math	Kim Ruggieri	elementary education reading endorsement primary education ESOL endorsement	30	1	2008-2009-Third Grade Teacher. Math Mastery: 71%. 2007-2008-Third Grade Teacher. Math Mastery: 61%. 2006-2007 Third Grade Teacher. Math Mastery: 80%.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Utilize uniformed interviewing questions that match school's vision and mission.	Principal	On-Going	
Verify references and district background checks in order to hire highly qualified personnel that best match the school's mission.	Principal	On-Going	
Provide new teachers with a New Educators Support System that will provide initial induction as well as on-going support throughout the school year.	NESS Liaison	On-Going	
New teachers to the school will be paired with a teacher at his/her grade level in order to provide support.	Assistant Principal	September 2009	
Reading Resource Specialist and Math Coach will model strategies and lessons to teachers in order to assist in effective lesson delivery.	Reading Resource Specialist and Math Coach	On-Going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Sharon Beers	n/a	Teacher Aide	New Title One School. Administration will inquire regarding course of action in order to seek Highly Qualified Status.
Lennys Belt	n/a	Teacher Aide	New Title One School. Administration will inquire regarding course of action in order to seek Highly Qualified Status.
Tammie Connell	n/a	Teacher Aide	New Title One School. Administration will inquire regarding course of action in order to seek Highly Qualified Status.
Laurie Sanders	n/a	Teacher Aide	New Title One School. Administration will inquire regarding course of action in order to seek Highly Qualified Status.
Rose Telucien	n/a	Teacher Aide	New Title One School. Administration will inquire regarding course of action in order to seek Highly Qualified Status.
Maria Rivera	n/a	Teacher Aide	New Title One School. Administration will inquire regarding course of action in order to seek Highly Qualified Status.
Cynthia Cody	n/a	Teacher Aide	New Title One School. Administration will inquire regarding course of action in order to seek Highly Qualified Status.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
49	2	14	51	33	50	100	11	19	92

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Katherine Kusmich	Sherily Velez	new to position	Induction to School Procedures/Routines New Educators Support System (N.E.S.S.) meetings Monthly Learning Communities Observations and Networking opportunities with other experienced personnel in same position
Mary Cavaioli	Roberta Getz	new to school	Induction to School Procedures/Routines Paired with another teacher for assistance through the school year. Classrooms are in close proximity for convenience.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title One funds partially provide funding for one teacher. Since Norcrest Elementary will target learning gains in the area of mathematics this year, a math coach was partially funded with Title One money. Budget decisions were aligned to student achievement needs.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funding provided funds for a percentage of a teacher. An E.S.E. teacher was obtained partially due to the SAI funding. As a result, Norcrest Elementary has demonstrated positive student achievement results in the Students With Disabilities AYP subgroup.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: The principal provides the vision for the use of data-based decision-making, ensures that the RtI is being implemented at the school, conducts the assessment of RtI skills being utilized by the RtI team, ensures the implementation of the intervention support and its appropriate documentation, ensures necessary professional development that supports the implementation of the RtI, and provides appropriate communication of the RtI plan to parents.

Assistant Principal: The Assistant Principal assists the Principal with the above mentioned.

Exceptional Student Education Specialist: Participates in student data collection and assists general education as well as ESE teachers with the integration of core instructional activities/materials into Tier 3 instruction.

Reading Resource Specialist: Provides guidance on the K-12 reading plan; facilitates data collection process; analyzes data and data trends; provides staff development to teachers based upon data trends, supports implementation of Tier 1, 2, and 3 intervention plans.

Math Coach: Develops, leads, and assesses math content standards; identifies and analyzes existing curriculum and intervention approaches; identifies student needs while working with district personnel when necessary in order to identify appropriate, evidence-based intervention strategies; assists with diagnosis of students in need of intervention to provide early intervening services for "at-risk" children. Provides necessary staff development for teachers based upon data trends.

School Guidance Counselor: Provides quality services and expertise on various issues including child's academic, emotional, behavioral, and social concerns.

Social Worker: Provides services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus Leadership Team meetings around one essential question: How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and students?

The team meets weekly in order to participate in the following:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding grade level benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the information above, the team will identify professional staff development and necessary resources. The team will collaborate regularly, problem solve, share effective practices, evaluate the implementation of the plan, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team met with the School Advisory Council (SAC) as well as the principal to assist in the development of the School Improvement Plan. The RtI team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching and aligned processes/procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN) and Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: Broward Enterprise Education Portal (BEEP) mini benchmarks, PMRN, FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of Year: FAIR and FCAT

Describe the plan to train staff on RtI.

The RtI Leadership Team will plan necessary staff development for teachers during staff development days in order to inservice all teachers on the RtI process and activities. Staff development will also provide information regarding the roles and responsibilities of the RtI Leadership Team.

The RtI Leadership Team will assess additional staff professional development needs during its scheduled weekly RtI Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Reading

CLUSTERS/STRANDS

Gr 3 mean points

Words/phrases 6 out of 9 possible points - 3

Main idea/purpose 17 out of 24 possible points -7

Comparisons 7 out of 9 possible points -2

Reference/research 2 out of 3 possible points -1

In grade 3, main idea/purpose is the area of weakness.

Gr 4 mean points

Words/phrases 6 out of 7 possible points - 1

Main idea/purpose 15 out of 23 possible points -8

Comparisons 11 out of 17 possible points -6

Reference/research 3 out of 4 possible points -1

In grade 4, main idea/purpose is the area of weakness.

Gr 5 mean points

Words/phrases 4 out of 6 possible points - 2

Main idea/purpose 13 out of 21 possible points -8

Comparisons 10 out of 15 possible points -5

Reference/research 2 out of 3 possible points -1

In grade 5, main idea/purpose is the area of weakness.

Strengths:

According to the 2009 data, grades 3, 4, and 5 demonstrated an increase in student achievement in the area of reading. Grade 3 had a 3 point increase as compared to the 2008 FCAT data. Grade 4 had a 11 point increase as compared to the 2008 FCAT data. Grade 5 had a 6 point increase as compared to the 2008 FCAT data. Therefore, according to the 2009 FCAT Reading test, reading appears to be a strength for Norcrest Elementary.

In mathematics, according to the FCAT 2009 data, grade 3 had a 4 point decrease as compared to FCAT 2008. Grade 4 had a 10 point increase as compared to the 2008 FCAT data. Grade 5 had an increase of 4 points as compared to the 2008 FCAT data.

Norcrest Elementary's strengths include reading overall since there was an overall improvement in student achievement. There was a 6 point increase in learning gains and a 4 point increase in learning gains with the lowest 25%.

CLUSTERS/STRANDS

Gr 3 mean points

Number sense 9 out of 12 -3

Measurement 6 out of 8 -2

Geometry 5 out of 7 -2

Alg Thinking 5 out of 7 -2

Data analysis 5 out of 7 -2

In grade 3, number sense is the area of weakness.

Gr 4 mean points

Number sense 8 out of 11 -3

Measurement 6 out of 8 -2

Geometry 6 out of 7 -1

Alg Thinking 5 out of 7 -2

Data analysis 5 out of 7 -2

In grade 4, number sense is the area of weakness.

Gr 5 mean points

Number sense 9 out of 13 -4

Measurement 7 out of 11 -4

Geometry 7 out of 13 -6

Alg Thinking 7 out of 11 -4

Data analysis 7 out of 12 -5

In grade 5, geometry is the area of weakness.

Science

Gr 5

Physical/chemical sciences 9 out of 12 -3

Earth/space 7 out of 13 -6

Life/environmental 9 out of 13 -4

Scientific thinking 7 out of 13 -6

In the area of science, there was also a slight increase in students who met high standards. There was a 2 point increase according to the the 2009 FCAT Science test in comparison to the 2008 FCAT Science test. According to the comparison of mean points on subtests, the areas of weakness are scientific thinking and life/environmental sciences.

Weakness:

Norcrest Elementary's area of weakness appears to be in the area of mathematics. Although there was student achievement gains made in mathematics grade 3 appeared to have a decline in student achievement. There was an 8 point decline in math learning gains. There was also a 30 point decline in the learning gains made by the lowest 25%.

There was also a slight decrease in the amount of students meeting high standards in the area of writing. There was a 3 point decline on the FCAT Writing 2009 test compared to the 2008 FCAT Writing test.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars for reading, writing, mathematics, and science were created in the spring of 2009. It will be continuously updated as determined by disaggregated data results from the September Pre-Test and December's Mid-Term Test that is provided by the district.

The 2009 FCAT results were utilized to develop the Instructional Focus Calendars. Data results from September's pre-test and December's mid-term test will be utilized as well.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the Instructional Focus Calendars to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the Instructional Focus Calendars, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: main idea/purpose was the least proficient cluster/strand and will be given priority focus.

Writing: elaboration was the least proficient strand and will be given priority focus.

Mathematics: number sense and geometry was the least proficient strand and will be given priority focus.

Science: scientific thinking and life/environmental sciences was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Instruction is based upon student's individual needs as opposed to the master schedule. Student's needs are matched to teacher's strengths in order to create the master schedule. Data is obtained from student achievement information such as the FCAT 2009 test results and the individual teacher data trends.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Real-life connections are made throughout content area lessons through relevant activities which engage students in real-life connection activities. Lessons are introduced by teachers with an instructional focus objective/standards overview so that students can have an understanding of standards being introduced and their relevance.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students learning of content area is encouraged to be personally meaningful by assisting students to develop personal academic goals.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers meet weekly during planning times to analyze areas of grade level strengths and weaknesses. The leadership team also meets on a regular basis to review data. Lesson plans are created for differentiated instruction in order to provide students with appropriate instruction based upon individual performance as indicated by progress monitoring data.

How are instructional focus lessons developed and delivered?

The reading coach, math coach, and grade level team leader assist by providing focus lessons for content areas based upon student achievement data. Focus lessons are aligned to the benchmarks and standards for each subject area. Focus lessons are aligned to the benchmarks annually assessed via FCAT.

How will instructional focus lessons be revised and monitored?

Students are administered mini-assessments via the Broward Enterprise Educators Portal (BEEP) throughout the school year. These mini-assessments are utilized to determine which benchmarks and standards need to be retaught and/or revised.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments will be used to measure student progress in core, supplemental, and intensive instruction/intervention. Assessments will be administered monthly. Mini-assessments will include the district's mini-benchmark assessments that assess progress in benchmarks/standards taught.

How are assessments used to identify students reaching mastery and those not reaching mastery?

In order to ensure proficiency, mastery is indicated by an 80% mastery on the mini-assessment performance. Assessment information will be used to guide whole group lessons. An item-analysis of the assessments will be utilized in order to re-teach necessary items that were not mastered by the majority.

Teachers, however, will differentiate instruction by using the item-analysis data to individual instruction for those students who demonstrate a re-teaching need. Intensive instruction will be provided by the teacher for those students who indicate less than 50% mastery on the mini-assessments. Additional instruction and practice will be provided for students meeting 50%-70% mastery on the mini-benchmarks. Enrichment will be provided for those students demonstrating 80%-100% mastery.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Assessments are intertwined with the Instructional Focus Calendar so that teachers automatically assess students after a benchmark/standard is taught. Grade level planning assists in ensuring that discussions of the instructional focus calendar and its alignment to progress monitoring assessments are continuous and meaningful.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet regularly with their grade level in order to ensure that the progress monitoring data is continuously analyzed so that differentiated instruction occurs. Grade level team leaders schedule grade level meetings.

The leadership team also meets on a regular basis to analyze data to ensure that necessary instructional modifications are discussed and implemented. Instructional coaches provide necessary assistance if needed as well.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and the Leadership Team will hold data chat meeting with grade level teams as well as individual teachers in order to discuss student achievement data and trends. Lesson plans, student achievement data, and student classroom performance information will be discussed and used to address individual student needs.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

State adopted materials are used as core, supplemental, and intensive instruction and intervention. Materials include the core Harcourt Reading series, Kaleidoscope, Wilson, and Wilson Foundations.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources and materials from state adopted textbooks are utilized. Technology such as Successmaker Enterprise and FCAT Explorer are also used for students in need of re-teaching. Teachers also use instructional strategies acquired from Professional Learning Communities to provide instruction to students in their non-mastery areas.

How does the school identify staff's professional development needs to improve their instructional strategies?

The Professional Development Team identifies the staff's professional development needs by assessing the common areas of concern as evidenced by administrators' observations, teacher surveys, student performance data, and classroom walkthroughs.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who demonstrate an area of intense need based upon student achievement data from mini-assessments will be provided with necessary supplemental and intensive instruction/interventions.

How will the effectiveness of the interventions be measured throughout the year?

After the re-teaching of each benchmark/standard, the student will receive another assessment to determine mastery or need of further intervention.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students will be matched with teacher strengths in order to ensure that the students instruction is sufficiently accelerated. Enrichment activities will be developed so that instruction is engaging and meets the needs.

Describe how students are identified for enrichment strategies.

FCAT student data and progress monitoring information will be used to determine how students are identified for enrichment strategies. Parents will be notified by a member of the leadership team regarding the status of the student.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
reading	Marilyn Park	monthly	planning times and planning days	Focus will consist of analysis of student achievement trends as well as a discussion of best practices and research-based materials that will ensure learning gains. The PLC's goal is to meet for at least 2 hours each month.
math	Kimberly Ruggieri	monthly	planning times and planning days	The professional learning community will provide an opportunity to analyze student achievement data and use the progress monitoring information to align instruction to students' individual needs. Best practices and strategies will be shared as well. The

				PLC's goal is to meet for at least 2 hours each month.
writing	Carol Walsh	monthly	planning times	The professional learning community will provide opportunities to share best practices and effective writing strategies. It will also provide an opportunity to analyze student progress in order to modify instruction as needed for whole group, small group, and individualized instruction. The PLC's goal is to meet for at least 2 hours monthly.
science	Kimberly Ruggieri	monthly	planning times	The professional learning community will assess student and grade level specific progress. Analysis of data will assist in the modification of the Instructional Focus Calendar. Best practices and strategies will be shared and target areas of weakness. The PLC's goal is to meet for at least 2 hours monthly.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Norcrest Elementary provides preschool children and their parents with an informative orientation prior to the first day of school. Routines, academic standards, and expectations are shared in an age-appropriate activity. Preschoolers are provided with an opportunity to walk through the campus prior to their first day of school as part of the transition process.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 40% of the English Language Learners (ELL) subgroup in grades 3-5 scored at or above level 3.		50% of the English Language Learners (ELL) subgroup in grades 3-5 will score at or above level 3 on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will use appropriate assessments such as FAIR, mini-bats, BAT I, and BAT II to monitor student progress in grades K-5.	Marilyn Park	Assessment data such as FAIR, mini-benchmarks, BAT I, and BAT II will be analyzed during data chats with individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed.	Data printouts such as FAIR, mini-bats, BAT I, and BAT II assessment printouts
2	Based upon student progress monitoring data, K-5 students will be prescribed appropriate double and triple doses of reading instruction and implement research-based materials from the K-12 ELL plan (Northpoint Horizons) and research-based materials such as Wilson Reading Materials, ERI, QAR, Kaleidoscope, Quick Reads, Successmaker Enterprise, and Six Minute Solution. Appropriate materials will be utilized to address the six areas of reading.	Marilyn Park and Dr. William Nicholas	The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings.	mini-benchmark assessments and September/December's Benchmark Assessment Test
3	Students in grades 1-5 will utilize technology such as Successmaker Enterprise and FCAT Explorer.	Barbara Rothman (assistant principal) and Jose Rebolledo (microtech)	Monthly reports will be printed by Technology Specialist and reviewed by Leadership Team.	Successmaker Enterprise printouts and FCAT Explorer printouts
4	Vocabulary instruction will be implemented using the state adopted Treasures series or Elements of Vocabulary and Content Academic Vocabulary System (C.A.V.)	Marilyn Park (reading resource specialist)	Classroom walkthroughs and administrative observations will take place weekly to monitor use.	mini-benchmark assessments and September/December's Benchmark Assessment Test; weekly classroom walkthrough trends will also be monitored.
5	Resources from the K-12 ELL plan will be utilized as supplemental reading materials for instruction.	Marilyn Park (reading resource specialist) and Dr. William Nicholas (ELL liaison)	The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings.	mini-benchmark assessments and September/December's Benchmark Assessment Test
6	K-5 teachers will instruct using interactive multimedia and multimodal strategies.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)	Weekly classroom walkthroughs will be used to monitor use of technology.	Classroom walkthrough trend reports will be analyzed by the literacy team during weekly meetings.

7	ELL students will be administered the CELLA test as per the K-12 ELL plan.	Dr. William Nicholas (ELL liaison)	CELLA results will be analyzed by the literacy team to recommend necessary curriculum modifications and mentoring/coaching opportunities for teachers.	CELLA results
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based upon the 2009 FCAT Reading Test, 55% of the Students With Disabilities scored at or above level 3.		62% of the Students with Disabilities (SWD) subgroup in grades 3-5 will score at or above level 3 on the 2010 FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will be assessed using the FAIR, mini-bats, BAT I, and BAT II assessment to monitor student progress.	Marilyn Park (reading resource specialist)	Leadership team and classroom teacher will review FAIR, mini-bats, BAT I, and BAT II data reports in order to modify, if necessary, instruction.	FAIR data printouts, mini-bats, BAT I, and BAT II
2	Based upon student progress monitoring data, SWD will be prescribed appropriate double and triple doses of reading instruction and practice using research-based materials from research-based materials such as Wilson Reading Materials, ERI QAR, Quick Reads, and Six Minute Solution when appropriate.	Marilyn Park (reading resource specialist) and Katherine Kusmich (ESE specialist)	The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings.	mini-benchmarks and September/December's Benchmark Assessment Tests
3	Students in grades 1-5 will utilize technology such as Successmaker Enterprise and FCAT Explorer.	Barbara Rothman (assistant principal) and Jose Robelledo (microtech)	Data printouts will be reviewed by the Leadership Team on a regular basis to monitor individual learning gains and time on task.	Successmaker Enterprise and FCAT Explorer data printouts
4	Vocabulary instruction will be implemented using the state adopted Treasures series or Elements of Vocabulary.	Katherine Kusmich (ESE specialist) and Marilyn Park (reading resource specialist)	Classroom walkthroughs and administrative observations will take place regularly to monitor use.	mini-benchmark assessments and September/December's Benchmark Assessment Test
5	K-5 teachers will instruct using interactive multimedia and multimodal strategies.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)	Weekly classroom walkthroughs will be used to monitor use of technology.	Classroom walkthrough trend reports will be analyzed by the literacy team during weekly meetings.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase the percent of ELL in grades 3-5 scoring at or above a level 3 from 40% to 50% on the 2010 FCAT Reading.	Professional Learning Community focus: best practices and strategies for ELL students including vocabulary as well as main idea/purpose	Marilyn Park Specialist and ELL district personnel	October 2009	Weekly classroom walkthroughs will be used to monitor that strategies learned will be used effectively and with fidelity.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)
Increase the percent of SWD in grades 3-5 scoring at or above a level 3 from 55% to 62% on the 2010 FCAT Reading Test.	Professional Learning Community focus: best practices and strategies for SWD students including main idea/purpose	Katherine Kusmich (ESE Specialist)	November 2009	Weekly classroom walkthroughs will be used to monitor that strategies learned will be used effectively and with fidelity.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)
Increase the percent of ELL in grades 3-5 scoring at or above a level 3 from 40% to 50% on the 2010 FCAT Reading and Increase the percent of SWD in grades 3-5 scoring at or above a level 3 from 55% to 62% on the 2010 FCAT Reading Test.	Accelerated Reader Software for K-5	Marilyn Park (reading resource specialist)	August 2009	Accelerated Reader reports will be printed and reviewed monthly by the literacy team.	Barbara Rothman (assistant principal) and Jose Robelledo (microtech)

Increase the percent of ELL in grades 3-5 scoring at or above a level 3 from 40% to 50% on the 2010 FCAT Reading.	ELL Materials	Marilyn Park (reading resource specialist) and Sasha Narcisse (teacher)	September 2009	Weekly classroom walkthroughs will be used to monitor that strategies learned will be used effectively and with fidelity.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

n/a

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
supplemental materials such as Wilson, Elements of Vocabulary, Kaleidoscope, and QAR	reading allocation	\$900.00
E.R.I. reading diagnostics	ESE funds	\$1,200.00
kaleidoscope intervention materials grades 2-3	reading allocation	\$3,165.00
		Total: \$5,265.00
Technology		
Description of Resources	Funding Source	Available Amount
Successmaker Enterprise	previously purchased	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
staff development for SWD and ELL	Title One	\$400.00
		Total: \$400.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,665.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 57% of students in grades 3-5 made learning gains as compared to 65% of students on the 2008 FCAT Math Test. The percent of students below grade level in math on the FCAT 2009 Test was 18%.		63% of students in grades 3-5 will make learning gains in the 2010 FCAT Math Test.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 All 1-5 students (including ELL and SWD) not meeting	Kimberly Ruggieri (math coach)	Leadership team and teacher will analyze student	mini-benchmarks and September/December	

	benchmarks will be provided with a second dose.		achievement data to monitor progress and modify instruction as needed.	Benchmark Assessment Test
2	All K-5 students will utilize calendar math daily.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)	The leadership team and administration will perform weekly classroom walkthroughs to monitor the use of calendar math.	classroom walkthrough reports
3	All grade 5 students including ELL and SWD will use FCAT Explorer	Barbara Rothman (assistant principal) and Jose Rebolledo (microtech)	FCAT Explorer printout reports will be analyzed monthly to monitor student progress.	FCAT Explorer reports
4	There will be an increase in the use of manipulatives and hands on activities(ELL to be included) to reinforce math concepts.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)	Administration and leadership team will perform weekly classroom walkthroughs to monitor the use of math manipulatives and hands-on activities.	classroom walkthrough reports
5	Teachers will focus on the content areas of weakness (number sense and geometry).	Kimberly Ruggieri (math coach)	Leadership team and teacher will analyze student achievement data monthly to monitor progress and modify instruction as needed.	mini-benchmarks and September/December Benchmark Assessment Test
6	Successmaker Enterprise will be used by K-5 students.	Barbara Rothman (assistant principal) and Jose Rebolledo (microtech)	Successmaker Enterprise printout reports will be analyzed monthly to monitor student progress.	monthly Successmaker Enterprise Reports
7	Monthly data chats will be held with leadership team and teacher to analyze student achievement progress by grade level, AYP subgroups, and individual students.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)	Monthly data chats will be held to analyze student achievement progress.	mini-benchmarks, BAT I and BAT II, Successmaker Enterprise printouts, and weekly classroom walkthrough reports

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based upon the 2009 FCAT Math Test, 42% of grade 3-5 students in the lowest 25% made learning gains.		46% of the lowest 25% will make learning gains on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All 1-5 students not meeting benchmarks will be provided with a second dose.	Kimberly Ruggieri (math coach)	Leadership team and teacher will analyze student achievement data to monitor progress and modify instruction as needed monthly.	mini-benchmarks and September/December Benchmark Assessment Test
2	All students in the lowest 25% will use FCAT Explorer.	Kimberly Ruggieri (math coach) and Jose Rebolledo (microtech)	FCAT Explorer printout reports will be analyzed monthly to monitor student progress. Leadership team will review reports monthly.	FCAT Explorer reports
3	There will be an increase in the use of manipulatives and hands on activities to reinforce math concepts. ELL and SWD subgroups will be included.	Kimberly Ruggieri (math coach)	Administration and leadership team will perform weekly classroom walkthroughs to monitor the use of math manipulatives and hands-on activities.	weekly classroom walkthrough reports
4	Teachers will focus on the content areas of weakness (number sense and geometry). ELL and SWD subgroups will be included.	Kimberly Ruggieri (math coach)	Leadership team and teacher will analyze student achievement data to monitor progress weekly and modify instruction as needed.	mini-benchmarks and September/December Benchmark Assessment Test
5	Successmaker Enterprise will be used by K-5 students.	Kimberly Ruggieri (math coach) and Jose Rebolledo (microtech)	Successmaker Enterprise printout reports will be analyzed monthly by leadership team.	Successmaker Enterprise Reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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63% of students in grades 3-5 will make learning gains in the 2010 FCAT Math Test.	math test specs and instructional focus calendars	math coach	August 2009	weekly classroom walkthrough reports	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)
63% of students in grades 3-5 will make learning gains in the 2010 FCAT Math Test and 46% of the lowest 25% will make learning gains on the 2010 FCAT Math Test.	number sense and geometry strategies will be modeled in identified classrooms	Kimberly Ruggieri (math coach)	weekly	math coach log	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)
63% of students in grades 3-5 will make learning gains in the 2010 FCAT Math Test and 46% of the lowest 25% will make learning gains on the 2010 FCAT Math Test.	number sense and geometry along with IFCs	Kimberly Ruggieri (math coach)	on going (at least two hours per month)	weekly classroom walkthrough reports and mini-benchmark progress will be monitored by the leadership team	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
calendar math (grades K, 2, 3, 4)	instructional materials	\$900.00
consumable math workbooks for K-2	instructional materials	\$6,000.00
		Total: \$6,900.00
Technology		
Description of Resources	Funding Source	Available Amount
Successmaker Enterprise	n/a	\$0.00
FCAT Explorer	n/a	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$6,900.00

End of **Mathematics** Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT science data, 43% of grade 5 students scored at or above level 3. The science data indicates that content area focus should target scientific thinking and life/environmental sciences.		Increase the percent of grade 5 students scoring at or above a level 3 from 43% to 46% on the 2010 FCAT Science.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	All grades will utilize ICF and lesson plans from the district's Broward Enterprise Educator's Portal (BEEP).	Kimberly Ruggieri (math coach)	science mini-benchmarks will be analyzed monthly by the leadership team for student achievement progress	mini-benchmarks
2	DELTA science kit will be used for hands-on, experiments.	Kimberly Ruggieri (math coach)	BAT I and BAT II data will be used to monitor progress.	BAT I and BAT II data
3	Grades 4-5 students will	Kimberly Ruggieri	Leadership team and	Classroom walkthrough

	utilize Science Saurus as a reference guide.	(math coach)	administration will perform weekly classroom walkthroughs to monitor implementation.	reports
4	All grades will engage in real-life science connections via Science Alive and non-fiction text.	Kimberly Ruggieri (math coach)	Leadership team and administration will perform weekly classroom walkthroughs to monitor implementation.	Classroom walkthrough reports
5	Fifth grade students (including ELL and SWD) will use FCAT Explorer.	Barbara Rothman (assistant principal) and Jose Rebolledo (microtech)	FCAT Explorer printouts will be analyzed by the leadership team monthly	monthly FCAT Explorer printouts
6	K-5 teachers will instruct using interactive multimedia and multimodal strategies.	Roberta L. Ray (principal) and Barbara Rothman (assistant principal)	weekly classroom walkthroughs reports will be used to assess usage	Classroom walkthrough reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase the percent of grade 5 students scoring at or above a level 3 from 43% to 46% on the 2010 FCAT Science.	test specs and science standards; scientific method and life/environmental sciences strategies	Kimberly Ruggieri	January 2010	The implementation of the science standards and test specs will be monitored by the leadership team by using weekly classroom walkthroughs. In addition, mini-benchmarks will be analyzed to assess student achievement and progress.	Kimberly Ruggieri

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
DELTA Kits	science department	\$0.00
FCAT Science Assessment Workbooks	accountability	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Scientific Method and Life/Environmental Sciences Training	accountability	\$300.00
		Total: \$300.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$800.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Based on the 2009 FCAT writing data,89% of grade 4 students scored at or above level 3.5. This was a 2% decrease from the 2008 FCAT Writing data.		Increase the percent of grade 4 students scoring at or above a level 3.5 from 89% to 92% on the 2010 FCAT Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	K-2 students (including ELL and SWD) will use the Lucy Caulkins Writing Series.	Barbara Rothman (assistant principal)	weekly Classroom walkthroughs will be performed by the leadership team and administration in order to monitor regular use of the program.	Classroom walkthrough reports
2	3-5 students (including ELL and SWD) will use the district approved ICF for writing located on the Broward Enterprise Educator's Portal (BEEP).	Barbara Rothman (assistant principal)	Weekly classroom walkthroughs will be performed by the leadership team and administration in order to monitor regular use of the program.	Classroom walkthrough reports
3	Grade 4 students will engage in a monthly writing prompt that will be used to gear needed mini-lessons.	Barbara Rothman (assistant principal)	Baseline and midyear writing prompts will be assessed using the FCAT Writes rubric for student progress.	baseline and midyear writing samples
4	A monthly writing prompt will be administered to all students . The six traits of writing will be utilized as an assessment tool.	Barbara Rothman (assistant principal)	monthly scored writing samples using six traits of writing	scored monthly writing samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase the percent of grade 4 students scoring at or above a level 3.5 from 89% to 92% on the 2010 FCAT Writing.	writing strategies with a focus on elaboration and BEEP lesson plans/IFC	Carol Walsh	August 2009	monthly writing prompts using FCAT Writes rubric for scoring	Barbara Rothman (assistant principal)
Increase the percent of grade 4 students scoring at or above a level 3.5 from 89% to 92% on the 2010 FCAT Writing.	Elaboration will be a focus.	Carol Walsh	on-going	monthly writing samples scored using the FCAT Writes rubric	Barbara Rothman (assistant principal)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP Writing Plan/IFC	n/a	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
writing training (BEEP, IFC, strategies on six traits, elaboration)	P.T.A.	\$3,000.00
Total: \$3,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$3,000.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
This is Norcrest Elementary's first year creating a parent involvement objective.			50% of parents will be involved in school activities.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will be encouraged to attend a mini-open house prior to school opening.	Administration	Sign in sheets will be used to tally amount of parents attending.	sign in sheets
2	Parents will be invited to an open house in the beginning of the school year to provide a curricular overview and presentation regarding expectations.	Administration	Sign in sheets will be used to tally amount of parents attending.	sign in sheets
3	Anti-bullying presentation will be delivered to parents.	Guidance Counselor	Sign in sheets will be used to tally amount of parents attending.	sign in sheets
4	Winter Wonderland activity	School Activities Chairperson	Sign in sheets will be used to tally amount of parents attending.	sign in sheets
5	Positive Parenting Program	Guidance Counselor	Sign in sheets will be used to tally amount of parents attending.	sign in sheets
6	Multicultural Night	School Activities Chairperson	Sign in sheets will be used to tally amount of parents attending.	sign in sheets
7	Parent Link, newsletters, and website will be used to advertise activities.	Administration	Parent Links and newsletters will serve as documentation.	newsletters and parent links

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
50% of parents will be involved in school activities.	Development of parent involvement activities	Barbara Rothman (assistant principal)	October 2009	Agenda and minutes from meeting.	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Involvement activity materials	PTA Donation	\$300.00
parent education workshop materials	Title One	\$1,935.00
		Total: \$2,235.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,235.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	supplemental materials such as Wilson, Elements of Vocabulary, Kaleidoscope, and QAR	reading allocation	\$900.00
Reading	E.R.I. reading diagnostics	ESE funds	\$1,200.00
Reading	kaleidoscope intervention materials grades 2-3	reading allocation	\$3,165.00
Mathematics	calendar math (grades K, 2, 3, 4)	instructional materials	\$900.00
Mathematics	consumable math workbooks for K-2	instructional materials	\$6,000.00
Writing	BEEP Writing Plan/IFC	n/a	\$0.00
Science	DELTA Kits	science department	\$0.00
Science	FCAT Science Assessment Workbooks	accountability	\$500.00
Parental Involvement	Parent Involvement activity materials	PTA Donation	\$300.00
Parental Involvement	parent education workshop materials	Title One	\$1,935.00
			Total: \$14,900.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Successmaker Enterprise	previously purchased	\$0.00
Mathematics	Successmaker Enterprise	n/a	\$0.00
Mathematics	FCAT Explorer	n/a	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	staff development for SWD and ELL	Title One	\$400.00
Writing	writing training (BEEP, IFC, strategies on six traits, elaboration)	P.T.A.	\$3,000.00
Science	Scientific Method and Life/Environmental Sciences Training	accountability	\$300.00
			Total: \$3,700.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$18,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount

Describe the Activities of the School Advisory Council for the Upcoming Year

The SAC will meet monthly to discuss updates regarding action steps and student achievement progress. The SAC will also develop the 2010-2011 SIP.

SAC Members**Members**

- 1) Roberta L. Ray, Principal
- 2) Rebecca Lysengen, Teacher
- 3) Sherri-Ann Vassell, Teacher
- 4) Twee Vuong, Parent
- 5) Jill Selbach, Parent
- 6) Mrs. Goldstein, Parent
- 7) Jeanne Proia, Parent
- 8) Karen Kniskern, Parent
- 9) Lisa Audet, Parent
- 10) Noelle Goldman, Parent
- 11) Candy Russo, Parent
- 12) Chris Coe, Parent
- 13) Kirstin Smith, Parent
- 14) Isabella Martin, Parent
- 15) Dina Ranade, Community Member
- 16) Helaine Hoffman, School Support Personnel
- 17) Robert Holt, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORCREST ELEMENTARY SCHOOL 0561													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 317 Math: 317		2008-2009 School Grade ¹ : B		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	79	Y	82	Y			Y			NA	30	21	NA	25	18	NA	79	NA	76	NA			
WHITE	98	Y	99	Y	92	Y	88	Y	93		Y			NA	22	8	NA	20	12	NA	85	NA	80	NA			
BLACK	100	Y	100	Y	69	Y	73	Y			NA			NA	48	31	NA	34	27	NA	73	NA	67	NA			
HISPANIC	100	Y	100	Y	63	N	76	Y			NA			NA	34	37	N	31	24	NA	72	Y	69	NA			
ASIAN		NA		NA		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	66	Y	75	Y	94	89	N			NA	38	34	NA	29	25	NA	71	NA	69	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	40	N	56	N			NA			NA	50	60	N	39	44	N	53	N	49	N			
STUDENTS WITH DISABILITIES	97	Y	99	Y	55	N	65	N			NA			NA	51	45	Y	39	35	Y	65	NA	58	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORCREST ELEMENTARY SCHOOL 0561													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 340 Math: 340		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	70	Y	75	Y			Y			NA	33	30	NA	24	25	NA	65	NA	73	NA			
WHITE	100	Y	100	Y	78	Y	80	Y	93	Y				NA	22	22	NA	18	20	NA	69	NA	79	NA			
BLACK	100	Y	100	Y	52	N	66	Y			NA			NA	57	48	Y	34	34	NA	52	NA	63	NA			
HISPANIC	99	Y	99	Y	66	Y	69	Y			NA			NA	40	34	NA	31	31	NA	65	NA	70	NA			
ASIAN		NA		NA		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	62	Y	71	Y	94	Y				NA	42	38	NA	33	29	NA	62	NA	71	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	50	N	61	N			NA			NA	54	50	N	39	39	N	52	N	62	Y			
STUDENTS WITH DISABILITIES	100	Y	100	Y	49	N	61	N			NA			NA	62	51	Y	44	39	Y	57	NA	59	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORCREST ELEMENTARY SCHOOL 0561													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 339 Math: 339		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	99	Y	67	Y	76	Y	93		Y			NA	32	32	NA	25	24	NA	67	NA	72	NA			
WHITE	100	Y	100	Y	78	Y	82	Y			Y			NA	23	21	NA	18	18	NA	80	NA	77	NA			
BLACK	98	Y	98	Y	43	N	66	Y			NA			NA	45	59	N	36	34	NA	46	N	61	NA			
HISPANIC	99	Y	99	Y	60	Y	69	Y			Y			NA	46	39	NA	32	31	NA	57	NA	70	NA			
ASIAN		NA		NA		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	58	Y	67	Y	91	Y				NA	39	40	NA	29	33	NA	59	NA	66	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	46	N	61	Y			Y			NA	53	51	N	36	39	NA	52	Y	62	NA			
STUDENTS WITH DISABILITIES	98	Y	96	Y	38	N	56	Y			NA			NA	71	60	Y	33	44	NA	52	NA	52	NA			

SCHOOL GRADE DATA

Broward School District NORCREST ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	89%	43%	304	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	57%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2	
Adequate Progress of Lowest 25% in the School?	58% (YES)	42% (NO)				100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						530	
Percent Tested = 99%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Broward School District NORCREST ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	75%	79%	91%	41%	286	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	63%	65%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	54% (YES)	72% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned					540		
Percent Tested = 100%						Percent of eligible students tested	
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District NORCREST ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	76%	81%	89%	44%	290	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	66%	72%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	57% (YES)	70% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned					555		
Percent Tested = 100%						Percent of eligible students tested	
School Grade						A	Grade based on total points, adequate progress, and % of students tested