



## North Fork Elementary School

101 NW 15TH AVE, Fort Lauderdale, FL 33311

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

### School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	27
<b>Appendix 1: Implementation Timeline</b>	<b>38</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>41</b>
Professional Development Opportunities	42
Technical Assistance Items	45
<b>Appendix 3: Budget to Support Goals</b>	<b>46</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

At North Fork Elementary we aim to provide a stimulating, safe and optimal learning environment that sets high expectations for each student to become creative, responsible and productive individuals in today's changing society.

##### Provide the school's vision statement

We are a forward-thinking school aiming to prepare our students for a rapidly changing world by equipping them with critical thinking skills, global perspective, and respect for core values of honesty, loyalty, and compassion.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Learning about our student's backgrounds and cultures help us to educate and understand our students more effectively. We make sure to communicate effectively with our parents by using language interpreters and providing home notices in Spanish and Creole. Teachers model and teach students to have a mutual respect for all cultures and disrespect is not tolerated.

Our parents share their beliefs and thoughts with our teachers and staff when they attend yearly parent conferences, holiday programs, field day, field trips and volunteering in the classroom. Students learn about different cultures and share their cultures through classroom projects, music, art, writing, talent shows, etc.

Our school will continue to infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

At the beginning of each school year we hold "Expectation" assemblies to review all of the school rules, procedures and expected behavior. Each parent receives and signs acknowledgement the Broward County Public Schools Elementary Code of Student Conduct Handbook. This outlines the actions needed for a safe and respectful school environment.

Each morning over the morning announcements students recite the North Pledge: I shall use my hands for peace not pain; I shall use my heart for love not hate; I shall use my voice for songs not slurs; I will strive each day to grow and learn; and positive quotes are read to the students.

Our school is a "Bully free zone" and all students are encouraged to report all forms of bullying to an adult or submit their concern to the "Anti-Bully" box.

School safety drills are practiced as a part of opening activities and throughout each year. Staff members participated in crisis prevention intervention training and evacuation drills designed to support all staff, students and their families. The North Fork Crisis Team works closely and collaboratively with all emergency departments on safety issues and emergency practice drills.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school-wide discipline plan is an approach to managing and changing student behavior by using strategies that are supportive, corrective, and preventative in achieving order and control, while at the same time creating a positive classroom climate for all students. In alignment with the Broward County Public Schools Elementary Code of Student Conduct Handbook and SBBC Discipline Matrix, the following guidelines outline consequences to deal with inappropriate behavior at North Fork Elementary School. (Students, staff members and parents are expected to be familiar with these guidelines.) District Matrix of incidents, actions, and interventions is used according to guidelines for all infractions.

We are a CHAMPs school and all Teachers are trained in the strategies at the beginning of the year. We use this positive approach to teach students how to behave responsibly throughout the school campus. CHAMPs signs are posted in each classroom and in the cafeteria to remind students of the strategies. Finally, At the beginning of each school year, all teachers review their classroom rules, expectations and consequences with students and parents. The students watch a video presentation on School Board of Broward County Student Code of Conduct.

Each month we recognize positive behavior of students school-wide through our Kids of Character program and the Student of the month program.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

At North Fork Elementary, we strive to create an environment in which all students feel valued and acknowledged. In our school, we have created a support system which ensures that the social-emotional needs of all students are met. We use data from discipline referrals to drive services offered to students as needed. Our School counselor offers a comprehensive school counseling program which includes: peer counseling, individual counseling, group counseling and classroom guidance. Students are recommended for counseling by their teachers, parents and students can request to speak to the school counselor. Students identified with social-emotional needs are assigned mentors.

We are creating a college-going culture through the elementary level Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection) through our yearly College Pride showcase.

Additionally, the School Counselor and Social Worker use the following strategies to meet the social-emotional needs of our students: Biblio-therapy, social skills, referral for community agencies/ support programs, social stories, and role playing.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

We utilize the data systems to identify students who have attendance, behavioral and/or academic concerns.

All teachers are aware of the procedures and notify parents in a timely fashion when students are identified as demonstrating difficulty with academics, behavior, or attendance.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	3	3	3	0	6	4	19
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	89	71	92	252

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- Grade level teams are in place to problem solve and create action plans;
- Reading Intervention programs like Wilson, Foundations, etc. ;
- RTI/Child study Monthly meetings, Goal Setting for identified students;
- Parents, community agencies are notified to provide support to the student
- Students are referred to the school counselor for a comprehensive school counseling needs assessment to determine need for (small group) and/or intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- We utilize evidence-based strategies from the “Attendance Works National Campaign” to plan and provide interventions to increase attendance. The students are also referred to the school social worker for follow-up.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

We believe that students can achieve the highest standards if all stakeholders work together. Each year we invite our community business partners to our annual partner breakfast. At this event we plan out what activities will be supported by our partners throughout the school year. We communicate with our partners/community through emails, website, flyers and phone calls about events, programs and resources at the school.

We make volunteers feel welcome in our school after they are cleared through the District volunteer

department. Members of the business community participate each year as presenters at our Career day event. We invite local business professionals and elected officials to motivate and encourage our students and read to classes. Additionally, members of the community support project based learning activities like the garden club and STEM program. Members of our community support the school by participating on the School Accountability Committee and they help make decisions to improve the school.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Amaker, Rendolyn	Principal
Myers, Sophia	Assistant Principal
Cooper, Lacreasha	Instructional Technology
Henry, Emily	Instructional Coach
Josephs, Vetia	Instructional Coach
Francis, Yolanda	Teacher, ESE
Paniagua, Elisa	Instructional Coach
Jones-Biddings , Erica	Guidance Counselor
Carby-Stephenson, Andrea	Other
Moas , Melissa	Psychologist
Johnson, Sandra	Attendance/Social Work
Sutherland, Jeffro	Teacher, K-12
Alabre, Natacha	Teacher, K-12
Henschel, Sherylyn	Teacher, K-12
Mocombe, Tiara	Teacher, K-12
Sullivan, Shemetria	Teacher, K-12
Smith, Shawana	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

- Rendolyn Amaker – Principal
- Sophia Myers - Assistant Principal
- Erica Jones-Biddings - Guidance Counselor
- Yolanda Francis – VE Teacher/ESE Specialist
- Lacrechia Cooper – Magnet Coordinator/Technology Coordinator
- Vetia Josephs - Math Coach
- Emily Henry -Literacy Coach
- Elisa Paniagua - Science Coach
- Andrea Carby-Stephenson – Speech Pathologist

Melissa Moas- Psychologist  
Sandra Johnson – Social Worker  
Jeffro Sutherland - Kindergarten Team Leader  
Natacha Alabre - First Grade Team Leader  
Sherylyn Henschel - Second Grade Team Leader  
Tiara Mocombe - Third Grade Team Leader  
Shemetria Sullivan - Fourth Grade Team Leader  
Shawana Smith - Fifth Grade Team Leader

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The Response to Intervention Leadership Team (RTi) or the Collaborative Problem Solving Team (CPST), as it is known at this school, utilizes a diagnostic and prescriptive process. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Students are progress monitored. The RTi/CPST team usually consists of administration, psychologist, ESE specialist, social worker, guidance counselor, reading coach, math coach, ESOL coordinator, and classroom teachers. Parents are also invited to attend. Members of the RTi/CPST team meet bi weekly and employ the three tier intervention model which is outlined below:

- Tier 1 students are those students who are demonstrating success with core curriculum in reading and math and/or with regular classroom or behavior management techniques.
- Tier 2 students are those students who score below proficient levels on universal screenings, other assessments, or who are not successful with regular classroom or behavior management techniques. At the Tier 2 level, teachers develop interventions and methods of progress monitoring for said interventions. Academic and behavioral data are recorded and graphed to determine the viability of the intervention(s). Teachers maintain and monitor the progress or lack thereof. If the graphed data demonstrate that the interventions are not viable, the teacher can request a meeting with the RTi /CPST to develop and implement Tier 3 interventions.
- Tier 3 students are those students who continue to demonstrate non-proficiency in academics and/or behavior despite precise implementation of Tier 2 interventions. The RTi/CPST team will meet regarding the student. At said meeting, teachers provide information pertaining to the employed Tier 2 intervention(s) and the progress monitoring status; data are reviewed. Based on the consensus of the team, existing interventions will be modified or new interventions will be developed based on area(s) of need. Additional data may be requested in the form of observations and diagnostic testing which will be assigned to RTi/CPST members. When teachers have a minimum of four data points, the RTi/CPST will reconvene. Data from all sources will be reviewed and graphed to determine next steps. If the interventions have been successful, continued maintenance will ensue or interventions will be delivered with decreased intensity or faded. If the interventions are not viable, new interventions will be determined and subsequently progress monitored. Additionally, at this juncture, the RTi/CPST team may, through consensus, render a decision to refer the student for a comprehensive evaluation.

Title I, Part A

North Fork utilizes Title I A funds to pay for substitutes for Professional Development and Professional Learning communities. • Supplemental teacher salaries. • Provide classroom materials and supplies. • Technology – Digital classroom materials – document cameras, LCD and VCR/DVD Players. • Parent Trainings – the parental training and material are geared towards teaching parents how to reinforce skills learned.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support Educational Alternative Outreach programs, such as credit recovery programs, before/after school programs targeting dropouts and mentoring programs. Services are coordinated with Broward County School's Drop Out Prevention Programs.

**Title III**

Funds are used to provide services to the English Language Learners (ELL) students. The items include curriculum materials, classroom materials and supplies and District Support Personnel.

**Title IV**

The 21st Century Community Learning Center (21st CCLC) initiative is a key component of the "No Child Left Behind" Act. It is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing students to learn new skills and discover new opportunities after the regular school day has ended. The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, counseling, and character education to enhance the academic component of the program.

**Supplemental Academic Instruction (SAI)**

SAI funds are used to provide remedial academic camps for struggling students in reading, math, science and writing. In addition, Academic camps are provided for enrichment and enhancement for Level 3, 4 and 5 students. These funds are also used to purchase curriculum materials for these SAI programs.

**Violence Prevention Programs**

North Fork Elementary uses the Anti-Bullying district protocol and Silence Hurts Programs. North Fork also incorporated the Passport to Peace and CHAMPS Program.

**Nutrition Programs**

North Fork Elementary was awarded a nutrition grant that will provide students with daily snacks of fruit and vegetables for three consecutive years.

**Head Start**

Head Start - North Fork Elementary provides three Head Start classes. The Head start program provides students with readiness skills to move into elementary school successfully.

Funds are provided for: Teacher salaries, Teacher Assistants/Paraprofessionals, Classroom materials and supplies, and District Support

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Emily Henry	Teacher
Rendolyn Amaker	Principal
Shemetria Sullivan	Teacher
Shawana Smith	Teacher
Arprentina Archer	Education Support Employee
Henrietta Tierney	Teacher
Yolanda Francis	Teacher
	Student
	Student

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

At each SAC meeting the committee reviewed and discussed one goal in depth. We examined the resources available to ensure we made progress toward meeting the goal as well as anticipated barriers that could prevent us from meeting the goal. As a committee, we brainstormed ideas to help us overcome the barriers while we assessed the progress that was being made toward reaching the goal. Adjustments were made to the school improvement plan based on this process.

*Development of this school improvement plan*

During the 4th quarter SAC members are given the opportunity to join academic content area committees to aid in the development of the SIP for the upcoming school year. During these committee meetings the members examine goals from our current school improvement plan as well as the strategies that were put in place to overcome the anticipated barriers. We then use data gathered from school based assessments and formal district/state assessments to assess if our goals were met. This helps the content area committees to develop new goals and strategies to overcome possible barriers.

*Preparation of the school's annual budget and plan*

Based on the projected enrollment, the principal discusses with SAC school needs such as teachers, instructional materials and supplies, the addition and reduction of specials, and providing for the basic needs of students. When a reduction in specials is needed SAC members discuss and vote for the upcoming school year.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

SAC will provide money for school wide incentives such as; uniform-\$200, honor roll-\$500, behavior-\$200, and academic achievement in content areas-\$800.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:



Name	Title
Amaker, Rendolyn	Principal
Myers, Sophia	Assistant Principal
Henry, Emily	Instructional Coach
Francis, Yolanda	Teacher, ESE
Josephs, Vetia	Instructional Coach
Cooper, Lacresha	Instructional Technology
Jones-Biddings , Erica	Guidance Counselor
Paniagua, Elisa	Instructional Coach
Sutherland, Jeffro	Teacher, K-12
Alabre, Natacha	Teacher, K-12
Henschel, Sherylyn	Teacher, K-12
Mocombe, Tiara	Teacher, K-12
Sullivan, Shemetria	Teacher, K-12
Smith, Shawana	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

- Provide all teachers with phonics charts for their classroom and ensure that teachers are conducting reviews in phonics each day.
- Create additional time for silent reading for all students during the school day.
- \*Implement Daily 5
- \* Implement IReady.
- Implement the Accelerated Reader program.
- Increase Read Alouds for vocabulary development.
- Provide virtual field trips to build background knowledge, vocabulary, and comprehension.
- Host a Readers’ Theater Day on Dr. Seuss’ birthday with partner volunteers serving as readers for our students.
- Continue to have all teachers label objects in classrooms.
- Students participate in a morning Reading challenge.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers will be provided with one hour and thirty minutes of release time every six days to participate in collaborative planning sessions. During this time teachers will participate in professional development, share best practices, examine student data and have discussions about how it will guide instruction. In addition, coverage will be provided for teachers in order for them to visit model classrooms.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The Principal and Assistant Principal will utilize SBBC's guidelines for staffing DA schools with highly qualified teachers. Teachers that are new to the school or grade level will be paired up with mentor

teachers. Teachers will participate and receive support in PLC's and Lesson Study Groups that are led by the Principal, Assistant Principal, and Instructional Coaches.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentor Name Mentee Assigned Rationale for Pairing Planned Mentoring Activities  
Natacha Alabre Latoya Taylor Mentor is an experienced \* Review policies and procedures teacher. The mentee is new for core teachers.  
to the school. \* Collaborative Planning  
\* Weekly Meetings  
Tiara Mocombe Latarsha Jones Mentor is an experienced \* Observations teacher. The mentee is new \* Provide Florida Standards to the school. \* Provide professional development  
Elisa Paniagua Tonya Brown Mentor is an experienced teacher/coach. The mentee is new to the grade level/content area.  
Shawana Smith Quisha Wesley Mentor is an experienced teacher. The mentee is new to the grade level/content area.  
Shemetria Sullivan Terencia Parrish Mentor is an experienced teacher. The mentee is new to the content area.  
Lauren Morris Tenon Fulton Mentor is an experienced teacher. The mentee is new to the grade level.  
Vetia Josephs Camille Green Mentor is an experienced teacher/coach. The mentee is new to the grade level/content area.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

During pre-planning week the new Florida standards were introduced and the staff participated in an unwrapping the standards professional development. Teachers were provided with the standards and will continue to participate in weekly standard based professional development. In addition, teachers were provided with both Reading and Math materials that aligned the core instructional programs with the new Florida standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

North Fork Elementary administers checkpoint test in order to gather student data to drive instruction. It is our philosophy that students who are proficient should be enriched and remediation should be provided to those students who are not yet proficient. Students who have difficulty attaining



proficiency will be retaught the skills they are lacking, which at times may involve placement in an intervention program that is geared toward the student's deficiency.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 60

The purpose of the Extended Day for all Students is to increase academic reading achievement. North Fork Elementary's Extended Day consists of reading intervention and enrichment programs.

### **Strategy Rationale**

The day has been extended by 60 minutes. The additional minutes are utilized as Academic Learning Time (ALT). ALT is the amount of time and the quality of educational time a student spends attending to relevant academic task, while performing those tasks with a high rate of success (Caldwell, Huitt and Berliner). By participating in intervention and enrichment programs, there should be an increase in Reading achievement.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Amaker, Rendolyn, rendolyn.amaker@browardschools.com

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will be monitored utilizing Checkpoint tests every three weeks. In addition, the school will be tested via BAFS 1 and BAFS II. Data chats will be held after each test administered. The secondary instructional focus calendar will be altered based on the data.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

To ensure school readiness, Head Start (HS) Program has implemented a new literacy, math and science curricula in North Fork's Head Start Programs. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better-prepared students to succeed in Kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The HS family service support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements and dates scheduled for kindergarten roundup at those

schools.

North Fork Elementary has Kindergarten Roundup during the spring. The Kindergarten Roundup assist parents and students who are transitioning from Preschool to Kindergarten. Parents and students are better prepared to understand the components and the expectations of the educational process of the Broward County School System. The following topics will be discussed: enrollment information, curriculum information, readiness skills, and establish an open line of communication between the school and home.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will provide instruction at Depth of Knowledge levels 3 and 4.
- G2.** Increase student engagement.
- G3.** Increase students' reading proficiency.
- G4.** Teachers will integrate Writing across all content areas.
- G5.** Increase students' math proficiency.
- G6.** Improve students' critical thinking skills through hands-on science investigations
- G7.** Increase the amount of instructional time by decreasing excessive absences and tardies.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Teachers will provide instruction at Depth of Knowledge levels 3 and 4. 1a**

G039632

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	60.0
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	77.0
ELA/Reading Gains	60.0

**Resources Available to Support the Goal 2**

- Administration, Coaches, Instructional Materials, Technology, Professional Development Time

**Targeted Barriers to Achieving the Goal 3**

- Teacher's lack experience in designing activities at higher levels of Depth of Knowledge.

**Plan to Monitor Progress Toward G1. 8**

Lesson plans will be collected to determine if DOK level 3 and 4 activities are included. Teacher observations will take place to see DOK level 3 and 4 activities being implemented.

**Person Responsible**

Sophia Myers

**Schedule**

Biweekly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Frequent teacher surveys will help us monitor if teachers feel they are becoming proficient at developing DOK level 3 and 4 activities. Teacher Observations by administration Student data from BAFS 1, BAFS II, and checkpoints will be monitored to determine if student proficiency is increasing.

**G2. Increase student engagement.** 1a

G039140

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Technology, professional development, professional learning communities, classroom teachers, support staff, administration, increased learning time, content area games,

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge on how to implement instructional strategies to engage students in the classroom.

**Plan to Monitor Progress Toward G2.** 8

Classroom observations will be reviewed to identify if students are engaged in the classroom. Student data will be reviewed to determine if increased student engagement is impacting student performance.

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 6/4/2015

**Evidence of Completion**

Classroom walk thru observations and student data will be tracked.

**G3. Increase students' reading proficiency.** 1a

G039141

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	51.0
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	77.0

**Resources Available to Support the Goal** 2

- Teachers, Literacy Coaches, Accelerated Reader Program, Media Center access to a variety of media, Professional Development opportunities, Morning Reading Challenge, HMH Journey's Common Core Materials

**Targeted Barriers to Achieving the Goal** 3

- While reading rigorous text, students lack the use of reading for meaning strategies.

**Plan to Monitor Progress Toward G3.** 8

Reading Data sheets will be reviewed to determine if students are making progress. If students are not making progress toward proficiency we will review if those particular students are participating in the programs set in place to support reading proficiency.

**Person Responsible**

Emily Henry

**Schedule**

Biweekly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

Data Sheets

**G4. Teachers will integrate Writing across all content areas. 1a**

G039142

**Targets Supported 1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

**Resources Available to Support the Goal 2**

- Literacy Coach , Professional Development Opportunities

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack an understanding of how to incorporate writing across the curriculum.

**Plan to Monitor Progress Toward G4. 8**

During classroom walk-through journals will be review across the content areas to determine if students are incorporating writing daily. If the results are questionable or poor then additional support will be offered to the teacher in order to help them

**Person Responsible**

Emily Henry

**Schedule**

Weekly, from 8/24/2014 to 6/4/2015

**Evidence of Completion**

Coaches will debrief principal monthly on the progress of teachers during leadership meetings.

**G5. Increase students' math proficiency.** 1a

G039143

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	59.0
FSA - Mathematics - Proficiency Rate	50.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

**Resources Available to Support the Goal** 2

- Administration Math Coach Technology Professional Development Opportunities

**Targeted Barriers to Achieving the Goal** 3

- The lack of rigor in the student assignments.

**Plan to Monitor Progress Toward G5.** 8

Math Data sheets will be reviewed to determine if students are making progress. If students are not progressing toward proficiency, we will review if those particular students are participating in the programs set in place to support reading proficiency.

**Person Responsible**

Vetia Josephs

**Schedule**

Biweekly, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

Data sheets



**G6. Improve students' critical thinking skills through hands-on science investigations** 1a

G039144

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Professional development opportunities, Broward County Science Hands-on Kits, Marine Science Curriculum, Inquiry Instruction, Science Coach

**Targeted Barriers to Achieving the Goal** 3

- Students lack prior knowledge in science concepts and processes.

**Plan to Monitor Progress Toward G6.** 8

Student progress from BAFS I to BAFS II  
Progress monitoring across checkpoint assessments  
Administration of Mini BAT Form B-D for non-passing Form A scores

**Person Responsible**

Elisa Paniagua

**Schedule**

Monthly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

Data sheets monitoring: BAFS I, BAFS II, Mini BATs, Checkpoint Assessments

**G7. Increase the amount of instructional time by decreasing excessive absences and tardies.** 1a

G039145

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	98.0

**Resources Available to Support the Goal** 2

- BTIP, BASIS, Pinnacle, Pinnacle Administrator, Guidance Counselor, School Social Worker, Teachers

**Targeted Barriers to Achieving the Goal** 3

- Parents frequently change addresses and contact information which prohibits us from communicating with parents about attendance and tardy issues.

**Plan to Monitor Progress Toward G7.** 8

If the results are positive we will continue to implement our strategies.

If the results are questionable or poor we will examine each student case individually to develop a plan.

**Person Responsible**

Erica Jones-Biddings

**Schedule**

Monthly, from 8/24/2014 to 6/4/2015

**Evidence of Completion**

Data Reports Monthly Meetings

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Teachers will provide instruction at Depth of Knowledge levels 3 and 4. **1**

 G039632

**G1.B1** Teacher's lack experience in designing activities at higher levels of Depth of Knowledge. **2**

 B095773

**G1.B1.S1** Teachers will participate in professional development and collaborative planning sessions that will focus on Depth of Knowledge. **4**

 S106942

### Strategy Rationale

This will provide teachers with the necessary knowledge on how to design higher level Depth of Knowledge activities in their classroom while providing them the opportunity to collaborate with their peers.

### Action Step 1 **5**

Teachers will meet on a rotation cycle for one hour and thirty minutes every six days. During this time teachers will examine the difference between each Depth of Knowledge level and collaborate on how to take Depth of Knowledge level 1 and 2 activities and turn them into Depth of Knowledge level 3 and 4 activities. Teachers will also collaboratively plan activities at Depth of Knowledge Level 3 and 4.

### Person Responsible

Sophia Myers

### Schedule

Biweekly, from 9/1/2014 to 6/4/2015

### Evidence of Completion

Classroom Observations Lesson Plans Collaborative Planning Sessions Professional Development records

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administration and/or coaches will be present at collaborative planning sessions to assist teachers.

**Person Responsible**

Sophia Myers

**Schedule**

Weekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Staff sign in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teachers will be asked to self reflect and provide feedback to administration/instructional coaches about their ability to develop Depth of Knowledge level 3 and 4 activities so that additional professional development opportunities can be developed.

**Person Responsible**

Sophia Myers

**Schedule**

Weekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Teachers will effectively plan and implement Depth of Knowledge level 3 and 4 activities. Teachers will demonstrate this during classroom observation.

**G2. Increase student engagement.** 1

G039140

**G2.B1** Lack of knowledge on how to implement instructional strategies to engage students in the classroom. 2

B094115

**G2.B1.S1** Teachers will participate in professional learning communities. 4

S105205

**Strategy Rationale**

During the PLC's teachers will be able to discuss strategies to increase student engagement and share best practices for increasing student engagement.

**Action Step 1** 5

Teachers will collaborate with their peers in professional learning communities to plan instructional strategies to that will increase student engagement.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Weekly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Weekly notes from professional learning communities

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Classroom walk thru's will be conducted to check for implementation of instructional strategies.

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 6/4/2015

**Evidence of Completion**

Classroom walk thru forms with feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Classroom walk through data will be reviewed to ensure that student engagement is increasing in each classroom. If an increase in engagement is not evident within a particular classroom then the teacher will participate in additional professional development. The professional development will focus on self reflection activities and peer observations.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Weekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Classroom walk thru forms Professional developments

**G3. Increase students' reading proficiency. 1**

G039141

**G3.B1 While reading rigorous text, students lack the use of reading for meaning strategies. 2**

B094116

**G3.B1.S1 Daily 5 will be implemented in K-5. 4**

S105206

**Strategy Rationale**

This will help to expose the students to a variety of types of text to practice the use of reading for meaning strategies while increasing reading stamina.

**Action Step 1 5**

Students will be given many opportunities throughout the school day, inside and outside of the reading block, to read. Each morning as they arrive to school they will participate in a Morning Reading Challenge that will encourage them to read. Students will read and complete an activity to be turned into the Literacy Coach for prizes. Students will utilize Accelerated Reader to test their comprehension of books they are reading. In order to motivate students, they will compete in monthly competitions against various grade levels. During the reading block teachers will implement the Daily 5 to help increase reading stamina.

**Person Responsible**

Emily Henry

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Morning Reading Challenge Response Forms Classroom walk-through logs by Coaches observing that Daily 5 is being implemented Accelerated Reader Reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Review Accelerated Reader Reports, Morning Reading Challenge Forms, and classroom observations

**Person Responsible**

Emily Henry

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Accelerated Reader Reports, Morning Reading Challenge Forms, and classroom walk-through/observation forms

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Accelerated Reader Reports will be collected to ensure that students using the program. Morning Reading Challenge Forms will be collected to track if the program is being implemented. Reading Assessments will be analyzed to see if reading proficiency is increasing.

**Person Responsible**

Emily Henry

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015


**Evidence of Completion**

AR reports and Morning Reading Challenge Forms by class Reading Assessment Data Sheets

**G4. Teachers will integrate Writing across all content areas. 1**

 G039142

**G4.B1 Teachers lack an understanding of how to incorporate writing across the curriculum. 2**

 B094119

**G4.B1.S1 Provide teachers with professional development on how to integrate writing across the curriculum. 4**

 S105211

**Strategy Rationale**

If teachers integrate Writing in all content area they will be able to increase the Depth of Knowledge level of the activities in the classroom.

**Action Step 1 5**

Teachers will participate in professional development to learn various ways to infuse Writing in each content area

**Person Responsible**

Emily Henry

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Teacher sign in sheet for professional development Student journal samples to show implementation across the content areas



**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Agenda Professional Development

Student journals will be reviewed to ensure teachers are writing across the curriculum.

**Person Responsible**

Emily Henry

**Schedule**

Weekly, from 8/24/2014 to 6/4/2015

***Evidence of Completion***

Student samples from content area journals

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Student writing samples across the content areas will be reviewed

**Person Responsible**

Emily Henry

**Schedule**

Weekly, from 8/24/2014 to 6/4/2015

***Evidence of Completion***

Literacy, Math, and Science Coaches will keep a portfolio of Writing samples across the content areas for each grade level

**G5. Increase students' math proficiency. 1**

G039143

**G5.B1 The lack of rigor in the student assignments. 2**

B094121

**G5.B1.S1 Teachers will increase the level of rigor in students assignments by creating task at Depth of Knowledge levels 3 and 4. 4**

S105212

**Strategy Rationale**

Depth of Knowledge activities at level 3 & 4 will help to increase rigor in the classroom.

**Action Step 1 5**

Calendar math  
Graphic Organizers  
IReady  
Vocabulary instruction

**Person Responsible**

Vetia Josephs

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student Journals Teacher Lesson Plans Work samples

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Daily activities using Calendar Math  
Daily entries in math journals  
Use of rubrics with journals  
Lesson concentration utilizing DOK levels 3 & 4  
Implement the use of technology with lessons  
Implement IReady

**Person Responsible**

Vetia Josephs

**Schedule**

Daily, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Student journals Work samples Monitor progress through data reports

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Chapter Tests  
Monthly Checkpoints  
Benchmark Assessments  
IReady Reports

**Person Responsible**

Vetia Josephs

**Schedule**

Biweekly, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans Classroom Observations Data Chats Data Reports

**G6. Improve students' critical thinking skills through hands-on science investigations** 1

 G039144

**G6.B1 Students lack prior knowledge in science concepts and processes.** 2

 B094123

**G6.B1.S1 Students will be exposed to science process skills through Inquiry/Hands-on experiences using the 5 E model of teaching.** 4

 S105215

**Strategy Rationale**

This will help to develop an understanding of Science concepts while improving critical thinking skills.

**Action Step 1** 5

Inquiry investigations  
Hands-on science experiences  
Direct instruction of the scientific method  
Utilization of 5 E Model during class science lessons

**Person Responsible**

Elisa Paniagua

**Schedule**

Daily, from 8/24/2014 to 6/4/2015

**Evidence of Completion**

Lab reports Science journal entries

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Classroom observations of science investigations and instruction; Monthly science team meetings; Classroom modeling and support

**Person Responsible**

Elisa Paniagua

**Schedule**

Daily, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

Lab reports and student journal entries Classroom walk-through observations

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

BAFS I and II  
Mini-BATs  
Checkpoints  
Performance Assessments

**Person Responsible**

Elisa Paniagua

**Schedule**

Biweekly, from 8/24/2014 to 6/4/2015

**Evidence of Completion**

BAFS I and II data Mini-BATs data Checkpoint data Performance Assessment grading scales

**G7.** Increase the amount of instructional time by decreasing excessive absences and tardies. 1

G039145

**G7.B1** Parents frequently change addresses and contact information which prohibits us from communicating with parents about attendance and tardy issues. 2

B094124

**G7.B1.S1** North Fork will use various means to communicate with parents. 4

S105216

### Strategy Rationale

This will help us to ensure that we can communicate with all parents.

### Action Step 1 5

Review attendance letters to identify students with excessive absences and tardies  
Parent link messages  
BTIP Letters  
School Newsletter  
Social Worker Referrals  
Quarterly recognition for students with perfect attendance  
Parent conferences  
Student Agenda notes by teachers

#### Person Responsible

Erica Jones-Biddings

#### Schedule

Biweekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Weekly and Quarterly Reports Student Agenda Notes Conference Forms BTIP Letters  
School Newsletters TERMS notations of attendance issues Perfect Attendance Awards  
Email Records

**Plan to Monitor Fidelity of Implementation of G7.B1.S1 6**

Follow up conference and leadership meetings  
 Track student attendance data to ensure there are improvements

**Person Responsible**

Erica Jones-Biddings

**Schedule**

Monthly, from 8/24/2014 to 6/4/2015

**Evidence of Completion**

Quarterly Reports Leadership Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

Students with excessive tardies and absences will be tracked to help us determine the strategies in place are decreasing attendance and tardy issues. Further follow up will take place if the attendance issues are not decreasing.

**Person Responsible**

Erica Jones-Biddings

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Tracked Data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will collaborate with their peers in professional learning communities to plan instructional strategies to that will increase student engagement.	Amaker, Rendolyn	9/1/2014	Weekly notes from professional learning communities	6/4/2015 weekly
G3.B1.S1.A1	Students will be given many opportunities throughout the school day, inside and outside of the reading block, to read. Each morning as they arrive to school they will participate in a Morning Reading Challenge that will encourage them to read. Students will read and complete an activity to be turned into the Literacy Coach for prizes. Students	Henry, Emily	8/18/2014	Morning Reading Challenge Response Forms Classroom walk-through logs by Coaches observing that Daily 5 is being implemented Accelerated Reader Reports	6/4/2015 daily

**Broward - 1191 - North Fork Elementary School - 2014-15 SIP**  
*North Fork Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will utilize Accelerated Reader to test their comprehension of books they are reading. In order to motivate students, they will compete in monthly competitions against various grade levels. During the reading block teachers will implement the Daily 5 to help increase reading stamina.				
G4.B1.S1.A1	Teachers will participate in professional development to learn various ways to infuse Writing in each content area	Henry, Emily	9/1/2014	Teacher sign in sheet for professional development Student journal samples to show implementation across the content areas	6/4/2015 monthly
G5.B1.S1.A1	Calendar math Graphic Organizers IReady Vocabulary instruction	Josephs, Vetia	8/18/2014	Student Journals Teacher Lesson Plans Work samples	6/4/2015 daily
G6.B1.S1.A1	Inquiry investigations Hands-on science experiences Direct instruction of the scientific method Utilization of 5 E Model during class science lessons	Paniagua, Elisa	8/24/2014	Lab reports Science journal entries	6/4/2015 daily
G7.B1.S1.A1	Review attendance letters to identify students with excessive absences and tardies Parent link messages BTIP Letters School Newsletter Social Worker Referrals Quarterly recognition for students with perfect attendance Parent conferences Student Agenda notes by teachers	Jones-Biddings , Erica	8/18/2014	Weekly and Quarterly Reports Student Agenda Notes Conference Forms BTIP Letters School Newsletters TERMS notations of attendance issues Perfect Attendance Awards Email Records	6/4/2015 biweekly
G1.B1.S1.A1	Teachers will meet on a rotation cycle for one hour and thirty minutes every six days. During this time teachers will examine the difference between each Depth of Knowledge level and collaborate on how to take Depth of Knowledge level 1 and 2 activities and turn them into Depth of Knowledge level 3 and 4 activities. Teachers will also collaboratively plan activities at Depth of Knowledge Level 3 and 4.	Myers, Sophia	9/1/2014	Classroom Observations Lesson Plans Collaborative Planning Sessions Professional Development records	6/4/2015 biweekly
G1.MA1	Lesson plans will be collected to determine if DOK level 3 and 4 activities are included. Teacher observations will take place to see DOK level 3 and 4 activities being implemented.	Myers, Sophia	9/1/2014	Frequent teacher surveys will help us monitor if teachers feel they are becoming proficient at developing DOK level 3 and 4 activities. Teacher Observations by administration Student data from BAFS 1, BAFS II, and checkpoints will be monitored to determine if student proficiency is increasing.	6/4/2015 biweekly
G1.B1.S1.MA1	Teachers will be asked to self reflect and provide feedback to administration/ instructional coaches about their ability to develop Depth of Knowledge level 3 and 4 activities so that additional professional development opportunities can be developed.	Myers, Sophia	9/1/2014	Teachers will effectively plan and implement Depth of Knowledge level 3 and 4 activities. Teachers will demonstrate this during classroom observation.	6/4/2015 weekly
G1.B1.S1.MA1	Administration and/or coaches will be present at collaborative planning sessions to assist teachers.	Myers, Sophia	9/1/2014	Staff sign in sheets	6/4/2015 weekly
G2.MA1	Classroom observations will be reviewed to identify if students are engaged in the classroom. Student data will be reviewed to determine if increased student engagement is impacting student performance.	Amaker, Rendolyn	9/15/2014	Classroom walk thru observations and student data will be tracked.	6/4/2015 one-time

**Broward - 1191 - North Fork Elementary School - 2014-15 SIP**  
*North Fork Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Classroom walk through data will be reviewed to ensure that student engagement is increasing in each classroom. If an increase in engagement is not evident within a particular classroom then the teacher will participate in additional professional development. The professional development will focus on self reflection activities and peer observations.	Amaker, Rendolyn	9/1/2014	Classroom walk thru forms Professional developments	6/4/2015 weekly
G2.B1.S1.MA1	Classroom walk thru's will be conducted to check for implementation of instructional strategies.	Amaker, Rendolyn	9/1/2014	Classroom walk thru forms with feedback	6/4/2015 one-time
G3.MA1	Reading Data sheets will be reviewed to determine if students are making progress. If students are not making progress toward proficiency we will review if those particular students are participating in the programs set in place to support reading proficiency.	Henry, Emily	9/15/2014	Data Sheets	6/4/2015 biweekly
G3.B1.S1.MA1	Accelerated Reader Reports will be collected to ensure that students using the program. Morning Reading Challenge Forms will be collected to track if the program is being implemented. Reading Assessments will be analyzed to see if reading proficiency is increasing.	Henry, Emily	8/25/2014	AR reports and Morning Reading Challenge Forms by class Reading Assessment Data Sheets	6/4/2015 weekly
G3.B1.S1.MA1	Review Accelerated Reader Reports, Morning Reading Challenge Forms, and classroom observations	Henry, Emily	8/25/2014	Accelerated Reader Reports, Morning Reading Challenge Forms, and classroom walk-through/observation forms	6/4/2015 weekly
G4.MA1	During classroom walk-through journals will be review across the content areas to determine if students are incorporating writing daily. If the results are questionable or poor then additional support will be offered to the teacher in order to help them	Henry, Emily	8/24/2014	Coaches will debrief principal monthly on the progress of teachers during leadership meetings.	6/4/2015 weekly
G4.B1.S1.MA1	Student writing samples across the content areas will be reviewed	Henry, Emily	8/24/2014	Literacy, Math, and Science Coaches will keep a portfolio of Writing samples across the content areas for each grade level	6/4/2015 weekly
G4.B1.S1.MA1	Agenda Professional Development Student journals will be reviewed to ensure teachers are writing across the curriculum.	Henry, Emily	8/24/2014	Student samples from content area journals	6/4/2015 weekly
G5.MA1	Math Data sheets will be reviewed to determine if students are making progress. If students are not progressing toward proficiency, we will review if those particular students are participating in the programs set in place to support reading proficiency.	Josephs, Vetic	9/8/2014	Data sheets	6/4/2015 biweekly
G5.B1.S1.MA1	Chapter Tests Monthly Checkpoints Benchmark Assessments IReady Reports	Josephs, Vetic	9/8/2014	Lesson Plans Classroom Observations Data Chats Data Reports	6/4/2015 biweekly
G5.B1.S1.MA1	Daily activities using Calendar Math Daily entries in math journals Use of rubrics with journals Lesson concentration utilizing DOK levels 3 & 4 Implement the use of technology with lessons Implement IReady	Josephs, Vetic	8/25/2014	Student journals Work samples Monitor progress through data reports	6/4/2015 daily



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1	Student progress from BAFS I to BAFS II Progress monitoring across checkpoint assessments Administration of Mini BAT Form B-D for non-passing Form A scores	Paniagua, Elisa	9/15/2014	Data sheets monitoring: BAFS I, BAFS II, Mini BATs, Checkpoint Assessments	6/4/2015 monthly
G6.B1.S1.MA1	BAFS I and II Mini-BATs Checkpoints Performance Assessments	Paniagua, Elisa	8/24/2014	BAFS I and II data Mini-BATs data Checkpoint data Performance Assessment grading scales	6/4/2015 biweekly
G6.B1.S1.MA1	Classroom observations of science investigations and instruction; Monthly science team meetings; Classroom modeling and support	Paniagua, Elisa	9/8/2014	Lab reports and student journal entries Classroom walk-through observations	6/4/2015 daily
G7.MA1	If the results are positive we will continue to implement our strategies. If the results are questionable or poor we will examine each student case individually to develop a plan.	Jones-Biddings , Erica	8/24/2014	Data Reports Monthly Meetings	6/4/2015 monthly
G7.B1.S1.MA1	Students with excessive tardies and absences will be tracked to help us determine the strategies in place are decreasing attendance and tardy issues. Further follow up will take place if the attendance issues are not decreasing.	Jones-Biddings , Erica	8/18/2014	Tracked Data	6/4/2015 biweekly
G7.B1.S1.MA1	Follow up conference and leadership meetings Track student attendance data to ensure there are improvements	Jones-Biddings , Erica	8/24/2014	Quarterly Reports Leadership Meeting Minutes	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Teachers will provide instruction at Depth of Knowledge levels 3 and 4.

**G1.B1** Teacher's lack experience in designing activities at higher levels of Depth of Knowledge.

**G1.B1.S1** Teachers will participate in professional development and collaborative planning sessions that will focus on Depth of Knowledge.

### PD Opportunity 1

Teachers will meet on a rotation cycle for one hour and thirty minutes every six days. During this time teachers will examine the difference between each Depth of Knowledge level and collaborate on how to take Depth of Knowledge level 1 and 2 activities and turn them into Depth of Knowledge level 3 and 4 activities. Teachers will also collaboratively plan activities at Depth of Knowledge Level 3 and 4.

#### Facilitator

Administration Instructional Coaches

#### Participants

Administration Instructional Coaches Teachers

#### Schedule

Biweekly, from 9/1/2014 to 6/4/2015

**G2.** Increase student engagement.

**G2.B1** Lack of knowledge on how to implement instructional strategies to engage students in the classroom.

**G2.B1.S1** Teachers will participate in professional learning communities.

### PD Opportunity 1

Teachers will collaborate with their peers in professional learning communities to plan instructional strategies to that will increase student engagement.

#### Facilitator

Administration and Instructional Coaches

#### Participants

Teachers and Support Staff

#### Schedule

Weekly, from 9/1/2014 to 6/4/2015

**G3. Increase students' reading proficiency.**

**G3.B1** While reading rigorous text, students lack the use of reading for meaning strategies.

**G3.B1.S1** Daily 5 will be implemented in K-5.

**PD Opportunity 1**

Students will be given many opportunities throughout the school day, inside and outside of the reading block, to read. Each morning as they arrive to school they will participate in a Morning Reading Challenge that will encourage them to read. Students will read and complete an activity to be turned into the Literacy Coach for prizes. Students will utilize Accelerated Reader to test their comprehension of books they are reading. In order to motivate students, they will compete in monthly competitions against various grade levels. During the reading block teachers will implement the Daily 5 to help increase reading stamina.

**Facilitator**

Literacy Coach Administration

**Participants**

Teachers Literacy Coach Administration

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**G4. Teachers will integrate Writing across all content areas.**

**G4.B1** Teachers lack an understanding of how to incorporate writing across the curriculum.

**G4.B1.S1** Provide teachers with professional development on how to integrate writing across the curriculum.

**PD Opportunity 1**

Teachers will participate in professional development to learn various ways to infuse Writing in each content area

**Facilitator**

Literacy Coach Math Coach Science Coach

**Participants**

Literacy Coach Math Coach Science Coach

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

**G5. Increase students' math proficiency.**

**G5.B1** The lack of rigor in the student assignments.

**G5.B1.S1** Teachers will increase the level of rigor in students assignments by creating task at Depth of Knowledge levels 3 and 4.

**PD Opportunity 1**

Calendar math Graphic Organizers IReady Vocabulary instruction

**Facilitator**

Math Coach

**Participants**

Math Coach Classroom Teachers

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**G6. Improve students' critical thinking skills through hands-on science investigations**

**G6.B1** Students lack prior knowledge in science concepts and processes.

**G6.B1.S1** Students will be exposed to science process skills through Inquiry/Hands-on experiences using the 5 E model of teaching.

**PD Opportunity 1**

Inquiry investigations Hands-on science experiences Direct instruction of the scientific method  
Utilization of 5 E Model during class science lessons

**Facilitator**

Science Coach

**Participants**

Teachers Science Coach

**Schedule**

Daily, from 8/24/2014 to 6/4/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
Grand Total	0