

Broward County Public Schools

North Fork Elementary School



2015-16 School Improvement Plan

North Fork Elementary School

101 NW 15TH AVE, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

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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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
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 STEM: Marine Science Academy, 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 STEM: Marine Science Academy. (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's 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 STEM: Marine Science Academy, 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	3	4	4	3	4	4	22
One or more suspensions	4	5	3	4	6	7	29
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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	5	6	13	18	8	57

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:

Name	Title
Amaker, Rendolyn	Principal
Myers, Sophia	Assistant Principal
Josephs, Vetia	Instructional Coach
Jones-Biddings , Erica	Guidance Counselor
Carby-Stephenson, Andrea	Other
Alabre, Natacha	Teacher, K-12
Henschel, Sherylyn	Teacher, K-12
Mocombe, Tiara	Teacher, K-12
Smith, Shawana	Teacher, K-12
Martinez, Andres	Instructional Coach

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 - School Counselor
- TBA – VE Teacher/ESE Specialist
- Vetia Josephs - Math Coach
- Shawana Smith -Reading Resource Specialist
- Andres Martinez - Science Coach
- Stephanie Wallace-Reading interventionist
- Andrea Carby-Stephenson – Speech Pathologist
- Leila Palatnik- Psychologist
- Arrione Jones – Social Worker
- Bobbi Edwards - Kindergarten Team Leader
- Natacha Alabre - First Grade Team Leader
- Sherylyn Henschel - Second Grade Team Leader
- Tiara Mocombe - Third Grade Team Leader
- Lauren Morris - Fourth Grade Team Leader
- Spencer Butler - 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 (Rtl) 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 Rtl/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 Rtl/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 Rtl /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 Rtl/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 Rtl/CPST members. When teachers have a minimum of four data points, the Rtl/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 Rtl/CPST team may, through consensus, render a decision to refer the student for a comprehensive evaluation.

Title I, Part A

North Fork STEM: Marine Science Academy 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 STEM: Marine Science Academy uses the Anti-Bullying district protocol and Silence Hurts Programs. North Fork STEM: Marine Science Academy also incorporated the Passport to Peace and CHAMPS Program.

Nutrition Programs

North Fork STEM: Marine Science Academy 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 STEM: Marine Science Academy 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:

Name	Stakeholder Group
Erica Jones-Biddings	Teacher
Rendolyn Amaker	Principal
Shemetria Sullivan	Teacher
Shawana Smith	Teacher
Tamara Barnard	Parent
James Ray	Business/Community
Lewis Tunnage	Business/Community
Henrietta Tierney	Business/Community
Jeron Coney	Parent
Ricky Scott	Business/Community
Tushanna Prescott	Education Support Employee
Joel Myers	Business/Community
Kevin Brown	Parent
Michelle Ginnie	Parent
	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; attendance: \$200, uniform bank-\$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:

Name	Title
Amaker, Rendolyn	Principal
Myers, Sophia	Assistant Principal
Josephs, Vetia	Instructional Coach
Jones-Biddings , Erica	Guidance Counselor
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

The LLT promotes school wide literacy through the following activities:

- 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 Oral Reading in class to increase 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.
- Every class will have a reading nook to provide a cozy comfortable place to read in class.

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
Erica Biddings LaToya Marshall Mentor is an experienced * Review policies and procedures teacher. The mentee is new for core teachers.
to the school. * Collaborative Planning
* Weekly Meetings
Erica Biddings Augusto Veras Mentor is an experienced * Observations teacher. The mentee is new * Provide Florida Standards to the grade level * Provide professional development
Stephanie Wallace Karen Vidal Mentor is an experienced teacher/coach. The mentee is new to the grade level/content area.
Shawana Smith Cutari Cotton Mentor is an experienced teacher. The mentee is a new educator
Sherlynn Henschel Ebony Chambers Mentor is an experienced teacher. The mentee is The mentee is a new educator
Shawana Smith Tamara Barnard Mentor is an experienced teacher. The mentee is new to the grade level.
Roberta Edwards Crystal Randall Mentor is an experienced teacher/coach. The mentee is new The mentee is a new educator.
Vetia Josephs Menelik Beneby Mentor is an experienced teacher. The mentee is new to the grade level.

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 STEM: Marine Science Academy, 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 STEM: Marine Science Academy'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 BSA I. 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 STEM: Marine Science Academy 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers meet students instructional needs through the use of higher Depths of Knowledge using levels 3-4, then students' achievement will increase in all subject areas.
- G2.** If all students are actively engaged in learning experiences that help them practice and deepen new knowledge in all content areas, then purposeful, and authentic student work will increase along with student engagement.
- G3.** If teachers provide hands-on science investigations in the classroom and in STEM classes, then students' critical thinking skills will improve.

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. If teachers meet students instructional needs through the use of higher Depths of Knowledge using levels 3-4, then students' achievement will increase in all subject areas. 1a

G074634

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	77.0
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Administration, Coaches, Instructional Materials, Technology, Professional Development Time
- Grade team collaborative planning time with instructional team.
- Title 1- funds can be used for extended learning opportunities and family nights.
- Extended instructional Day.

Targeted Barriers to Achieving the Goal 3

- Teacher's lack experience in designing activities at higher levels of Depth of Knowledge.
- Teachers are not using data to drive instructional planning.

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 9/1/2015 to 6/10/2016

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 BSA 1, BSA II, and checkpoints will be monitored to determine if student proficiency is increasing.

G2. If all students are actively engaged in learning experiences that help them practice and deepen new knowledge in all content areas, then purposeful, and authentic student work will increase along with student engagement. 1a

G074635

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	40.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Technology, professional development, professional learning communities, classroom teachers, support staff, administration, increased learning time, content area games,
- Collaborative planning time to create a data base of Engaging Lessons in content areas.
- Math Coach
- Technology- Math software programs
- Writing Coach

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on how to implement instructional strategies to engage students in the classroom.
- Lack of engaging lessons to increase student participation.
- Students don't come equipped with Basic Math Facts knowledge and teachers need guidance in planning rigorous Math lessons while meeting the students at their current level of performance.
- Teachers lack an understanding of how to incorporate and evaluate writing across the curriculum.

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

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

Evidence of Completion

Classroom walk throughs, observations feedback student data results, and student samples of authentic work.

G3. If teachers provide hands-on science investigations in the classroom and in STEM classes, then students' critical thinking skills will improve. 1a

G074636

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

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.
- Most students do not enjoy learning science concepts.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Andres Martinez

Schedule

Monthly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Data sheets monitoring: BSA I, BSA II, Checkpoint Assessments

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. If teachers meet students instructional needs through the use of higher Depths of Knowledge using levels 3-4, then students' achievement will increase in all subject areas. **1**

 G074634

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

 B194917

G1.B1.S1 Teachers will participate in professional development that will focus on Depth of Knowledge.

4

 S206510

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 9/1/2015 to 6/10/2016

Evidence of Completion

Classroom Observations Lesson Plans Collaborative Planning Sessions minutes
Professional Development records Student portfolios

Action Step 2 5

Teachers will utilize more DOK stem questions in classroom instruction/discussions

Person Responsible

Rendolyn Amaker

Schedule

Daily, from 9/8/2015 to 6/9/2016

Evidence of Completion

Administrator will note the use of DOK level 3 & 4 questions and stems during classroom observations and visitations/feedback.

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 9/1/2015 to 6/10/2016

Evidence of Completion

Staff sign in sheets Products created by teachers during collaborative planning session. Assessment reports (monthly, quarterly)

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

Review student work samples and activities quarterly for increased complexity.

Person Responsible

Shawana Smith

Schedule

Quarterly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Collect and review student work samples and subject journal notebook entries.

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

Teachers will be asked to self reflect and provide a needs assessment to administration/ instructional coaches about their ability to develop Depth of Knowledge level 3 and 4 activities. These self assessments will be used to plan and provide additional professional development opportunities.

Person Responsible

Sophia Myers

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Teachers will effectively plan and implement Depth of Knowledge level 3 and 4 activities. Teachers will demonstrate this during classroom observation. Results of the self assessment will be reviewed.

G1.B2 Teachers are not using data to drive instructional planning. 2

 B194918

G1.B2.S1 Teachers will collect and bring data results from all classroom assessments to grade level Data chat sessions 4

 S206512

Strategy Rationale

If teachers collect and analyze data from various sources to plan instruction, then students achievement will increase.

Action Step 1 5

All instructional staff will participate in grade level data chats.

Person Responsible

Shawana Smith

Schedule

On 6/9/2016

Evidence of Completion

PLC minutes, learner data outcomes, PLC feedback forms

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure that professional learning is implemented throughout all content levels with fidelity.

Person Responsible

Sophia Myers

Schedule

Daily, from 9/7/2015 to 6/9/2016

Evidence of Completion

Classroom walk through forms and iobservations. Instructional coaches will note in their visitation logs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Analyze student data outcomes and evaluate the impact of C.A.R.E. model on student achievement.

Person Responsible

Sophia Myers

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Student work samples and student assessment results.

G1.B2.S2 Teachers will systematically use data to teach, reteach and plan lessons. 4

S206513

Strategy Rationale

If teachers use data to drive instructional planning, then students' achievement levels will increase

Action Step 1 5

Administration will spot check weekly lesson plans to check for reteaching entries.

Person Responsible

Rendolyn Amaker

Schedule

Weekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Action Step 2 5

Teachers will submit Data from Reading, Math and Intervention hour assessments to administration.

Person Responsible

Rendolyn Amaker

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teachers will receive feedback and assistance at Data chat/Collaborative meetings.

Person Responsible

Sophia Myers

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Data sheets and Collaborative meeting sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Coaches will provide teachers with assistance with gathering, analyzing and applying students' data.

Person Responsible

Vetia Josephs

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Teacher observations and Data sheets will be used to determine if data is being gathered and applied to classroom instruction and planning.

G2. If all students are actively engaged in learning experiences that help them practice and deepen new knowledge in all content areas, then purposeful, and authentic student work will increase along with student engagement. 1

 G074635

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

 B194921

G2.B1.S1 Teachers will participate in professional learning communities that increase authentic lesson development. 4

 S206516

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 throughs will be conducted to check for implementation of instructional strategies.

Person Responsible

Rendolyn Amaker

Schedule

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

Evidence of Completion

Classroom walk through forms with feedback and iobservations.

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. 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 Self refection activity results

G2.B2 Lack of engaging lessons to increase student participation. 2

B194922

G2.B2.S1 During Collaborative hour meetings, teachers will research and design lessons with DOK level 3 & 4 activities in all subject areas. 4

S206517

Strategy Rationale

This will give teachers an opportunity to deepen their understanding of DOK levels; while they collaborate and create a data base of lessons/activities to share among their team/content area.

Action Step 1 5

Teachers will meet on 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 DOK level 3 and 4 activities. Teachers will share the lessons and activities they design among their team to provide activity options for each other.

Person Responsible

Shawana Smith

Schedule

Biweekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Classroom Observations Lesson Plans Collaborative Planning Sessions Lessons created

Action Step 2 5

Teachers will create a menu of activities for students to choose from daily which includes mandatory DOK level 3 and 4 activities.

Person Responsible

Shawana Smith

Schedule

Monthly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Classroom centers will increase in rigor. Classroom observations and visitations will provide evidence of implementation.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration and/or Coaches will be present at Collaborative planning sessions to assist and guide teachers.

Person Responsible

Sophia Myers

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Staff sign in sheet, Collaborative session minutes,

Plan to Monitor Effectiveness of Implementation of G2.B2.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. Also, The Quality of Lessons/activities created will be used to gauge effectiveness.

Person Responsible

Sophia Myers

Schedule

Weekly, from 9/8/2015 to 6/9/2016

Evidence of Completion


Teachers will effectively plan and implement Depth of Knowledge level 3 and 4 activities. Teachers will demonstrate this during classroom iobservation and in their lesson plans.

G2.B3 Students don't come equipped with Basic Math Facts knowledge and teachers need guidance in planning rigorous Math lessons while meeting the students at their current level of performance. 2

 B194923

G2.B3.S1 Sponsor Basic Math Facts contest with prizes and recognize students making improvements.

4

 S206519

Strategy Rationale

This will encourage and excite student participation.

Action Step 1 5

Teachers will create math Goals for All Students and track student progress on Math Data sheets.

Person Responsible

Vetia Josephs

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Math Data Sheets Student chapter/unit tests

Action Step 2 5

Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.

Person Responsible

Vetia Josephs

Schedule

Weekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Math Coach will collect and review math data sheets and look for Current Calendar in classroom

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Basic Math Facts Sheets will be collected and reviewed.
Basic Math Facts Tests data will be collected and reviewed.

Person Responsible

Vetia Josephs

Schedule

Daily, from 9/8/2015 to 6/9/2016

Evidence of Completion

Number of students receiving prizes and awards weekly Student work samples Data report tracking

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Basic Math Facts Sheets
Basic Math Facts Tests

Person Responsible

Vetia Josephs

Schedule

Daily, from 9/8/2015 to 6/9/2016

Evidence of Completion

Number of students receiving prizes and awards weekly Student work samples Data report tracking

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Basic Math Facts tests will be collected, reviewed and teachers will receive feedback.
Chapter Tests data will be collected and reviewed.

Person Responsible

Vetia Josephs

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Math Facts contest winners Lesson Plans Data chats Data logs

G2.B3.S2 Host a Math Night for the entire Family. 4

S206520

Strategy Rationale

Invite parents to become aware of math strategies and math curriculum.

Action Step 1 5

Plan and invite parents to attend a Math night featuring make and take activities and other resources for parents.

Person Responsible

Vetia Josephs

Schedule

On 1/22/2016

Evidence of Completion

Parent sign in sheets and student activities completed that evening.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

A planning committee will plan activities and identify resources to used during Family Math Night.

Person Responsible

Vetia Josephs

Schedule

On 1/22/2016

Evidence of Completion

Activities resources and agenda to be presented during Math night. Parent attendance and sign in sheets from the night.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Feedback will be gathered from parents and students that attend the Family Math Night.

Person Responsible

Sophia Myers

Schedule

On 1/11/2016

Evidence of Completion

Parent attendance, sign in sheets, feedback/survey forms.

G2.B3.S3 Make Math lessons more engaging and fun. 4

 S206521

Strategy Rationale

If students are more engaged in authentic Math lessons, then students will increase proficiency and learning.

Action Step 1 5

Teachers will meet during collaborative planning sessions to review and develop lessons that engage students.

Person Responsible

Vetia Josephs

Schedule

On 6/9/2016

Evidence of Completion

Lessons created in Collaborative sessions, Lesson plans, meeting minutes and student work samples.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Math coach will provide samples of engaging Math lessons to teachers during collaborative meetings.

Person Responsible

Vetia Josephs

Schedule

Monthly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Feedback forms, lesson plans and student work samples.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Administration will conduct ongoing progress monitoring during classroom walk through feedback.

Person Responsible

Rendolyn Amaker

Schedule

Daily, from 8/10/2015 to 6/9/2016

Evidence of Completion


data chats, iobservation and teacher feedback forms

G2.B4 Teachers lack an understanding of how to incorporate and evaluate writing across the curriculum.

2

 B194924

G2.B4.S1 Provide teachers with professional development on how to integrate writing across the curriculum. 4

 S206522

Strategy Rationale

If teachers integrate Writing in all content area they will be able to increase the quality of student writing across the curriculum.

Action Step 1 5

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

Person Responsible

Shemetria Sullivan

Schedule

Monthly, from 9/8/2015 to 6/9/2016

Evidence of Completion

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

Action Step 2 5

Teachers will learn about and utilize rubrics to score/evaluate student writing.

Person Responsible

Shemetria Sullivan

Schedule

Monthly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Completed classroom rubrics. Students should be able to explain rubrics when asked.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teachers will participate in Writing Strategies Professional Development.
Student journals will be reviewed to ensure teachers are writing across the curriculum.

Person Responsible

Shawana Smith

Schedule

Quarterly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Student writing samples and Subject area journals will be reviewed and discussed in data chat meetings. Lesson plans will be checked for writing integration into all subject area planning. Student Writing proficiency will increase on quarterly writing prompts.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teachers will bring student writing samples to monthly collaborative sessions to review and receive feedback.

Person Responsible

Shemetria Sullivan

Schedule

Monthly, from 8/10/2015 to 6/9/2016

Evidence of Completion

Lesson plans, writing lessons, student writing samples, minutes from Collaborative session meetings.

G3. If teachers provide hands-on science investigations in the classroom and in STEM classes, then students' critical thinking skills will improve. 1

G074636

G3.B1 Students lack prior knowledge in science concepts and processes. 2

B194925

G3.B1.S1 Students will be exposed to science process skills through Inquiry/Hands-on experiences using the 5 E model of teaching. 4

S206523

Strategy Rationale

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

Action Step 1 5

Teachers will use Inquiry investigations to engage students in lessons.
Teachers will implement Direct instruction of the scientific method and Utilize the 5 E Model during class science lessons

Person Responsible

Andres Martinez

Schedule

Daily, from 9/8/2015 to 6/9/2016

Evidence of Completion

Lab reports Science journal entries Science projects Science fair entries

Action Step 2 5

Teachers will conduct bi-weekly Hands-on science experiments.

Person Responsible

Andres Martinez

Schedule

Biweekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Teachers will display selected science projects/experiments

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

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

Person Responsible

Andres Martinez

Schedule

Weekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Lab reports and student journal entries Classroom walk-through observations Science projects

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

BSA I and II
Checkpoints
Performance Assessments

Person Responsible

Andres Martinez

Schedule

Biweekly, from 6/9/2015 to 6/9/2016

Evidence of Completion

BSA I and II data Checkpoint data Performance Assessment grading scales FCAT Science

G3.B1.S2 Students will maintain a science journal notebook. 4

S206524

Strategy Rationale

This will help students review what they have learned and create a science resource.

Action Step 1 5

All classrooms will be monitored for up to date Science journal notebook entries.

Person Responsible

Andres Martinez

Schedule

Biweekly, from 8/10/2015 to 6/9/2016

Evidence of Completion

Science coach will check and note whether science journals during his walk throughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Science coach will update and remind teachers throughout the year of science journal protocols. Science coach will also check for feedback from the teacher in student journals.

Person Responsible

Andres Martinez

Schedule

Monthly, from 8/10/2015 to 6/9/2016

Evidence of Completion

Science journals should contain feedback from the teacher and journals must be current. Lesson plans should contain evidence of science journal usage.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Science Journals will be discussed at Science teacher meetings. Model science journals will be shared to show good examples of journal usage.

Person Responsible

Andres Martinez


Schedule

Biweekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Student Science Journals

G3.B2 Most students do not enjoy learning science concepts. 2

 B194926

G3.B2.S1 Host a Science night for students and parents and sponsor a school-wide Science Fair. 4

 S206525

Strategy Rationale

Science night and Science Fair will make learning fun and interesting to the students.

Action Step 1 5

Prepare and assist students with Science Fair projects to enter into the Science Fair.

Person Responsible

Andres Martinez

Schedule

Annually, from 9/8/2015 to 6/9/2016

Evidence of Completion

Completed Science Fair entries.

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
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	Myers, Sophia	9/1/2015	Classroom Observations Lesson Plans Collaborative Planning Sessions	6/10/2016 biweekly

Broward - 1191 - North Fork Elementary School - 2015-16 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
	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.			minutes Professional Development records Student portfolios	
G1.B2.S1.A1	All instructional staff will participate in grade level data chats.	Smith, Shawana	9/7/2015	PLC minutes, learner data outcomes, PLC feedback forms	6/9/2016 one-time
G1.B2.S2.A1	Administration will spot check weekly lesson plans to check for reteaching entries.	Amaker, Rendolyn	9/8/2015		6/9/2016 weekly
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
G2.B2.S1.A1	Teachers will meet on 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 DOK level 3 and 4 activities. Teachers will share the lessons and activities they design among their team to provide activity options for each other.	Smith, Shawana	9/7/2015	Classroom Observations Lesson Plans Collaborative Planning Sessions Lessons created	6/9/2016 biweekly
G2.B3.S1.A1	Teachers will create math Goals for All Students and track student progress on Math Data sheets.	Josephs, Vetia	9/8/2015	Math Data Sheets Student chapter/unit tests	6/9/2016 biweekly
G2.B3.S2.A1	Plan and invite parents to attend a Math night featuring make and take activities and other resources for parents.	Josephs, Vetia	1/11/2016	Parent sign in sheets and student activities completed that evening.	1/22/2016 one-time
G2.B3.S3.A1	Teachers will meet during collaborative planning sessions to review and develop lessons that engage students.	Josephs, Vetia	10/5/2015	Lessons created in Collaborative sessions, Lesson plans, meeting minutes and student work samples.	6/9/2016 one-time
G2.B4.S1.A1	Teachers will participate in professional development to learn various ways to infuse Writing in each content area.	Sullivan, Shemetria	9/8/2015	Teacher sign in sheets for professional development Student journal samples to show implementation across the content areas	6/9/2016 monthly
G3.B1.S1.A1	Teachers will use Inquiry investigations to engage students in lessons. Teachers will implement Direct instruction of the scientific method and Utilize the 5 E Model during class science lessons	Martinez, Andres	9/8/2015	Lab reports Science journal entries Science projects Science fair entries	6/9/2016 daily
G3.B1.S2.A1	All classrooms will be monitored for up to date Science journal notebook entries.	Martinez, Andres	8/10/2015	Science coach will check and note whether science journals during his walk throughs.	6/9/2016 biweekly
G3.B2.S1.A1	Prepare and assist students with Science Fair projects to enter into the Science Fair.	Martinez, Andres	9/8/2015	Completed Science Fair entries.	6/9/2016 annually
G1.B1.S1.A2	Teachers will utilize more DOK stem questions in classroom instruction/ discussions	Amaker, Rendolyn	9/8/2015	Administrator will note the use of DOK level 3 & 4 questions and stems during classroom iobservations and visitations/ feedback.	6/9/2016 daily
G1.B2.S2.A2	Teachers will submit Data from Reading, Math and Intervention hour assessments to administration.	Amaker, Rendolyn	9/8/2015		6/9/2016 biweekly

Broward - 1191 - North Fork Elementary School - 2015-16 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.B2.S1.A2	Teachers will create a menu of activities for students to choose from daily which includes mandatory DOK level 3 and 4 activities.	Smith, Shawana	9/8/2015	Classroom centers will increase in rigor. Classroom observations and visitations will provide evidence of implementation.	6/9/2016 monthly
G2.B3.S1.A2	Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.	Josephs, Vetia	9/8/2015	Math Coach will collect and review math data sheets and look for Current Calendar in classroom	6/9/2016 weekly
G2.B4.S1.A2	Teachers will learn about and utilize rubrics to score/evaluate student writing.	Sullivan, Shemetria	9/8/2015	Completed classroom rubrics. Students should be able to explain rubrics when asked.	6/9/2016 monthly
G3.B1.S1.A2	Teachers will conduct bi-weekly Hands-on science experiments.	Martinez, Andres	9/7/2015	Teachers will display selected science projects/experiments	6/9/2016 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	9/1/2015	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 BSA 1, BSA II, and checkpoints will be monitored to determine if student proficiency is increasing.	6/10/2016 biweekly
G1.B1.S1.MA1	Teachers will be asked to self reflect and provide a needs assessment to administration/instructional coaches about their ability to develop Depth of Knowledge level 3 and 4 activities. These self assessments will be used to plan and provide additional professional development opportunities.	Myers, Sophia	9/1/2015	Teachers will effectively plan and implement Depth of Knowledge level 3 and 4 activities. Teachers will demonstrate this during classroom observation. Results of the self assessment will be reviewed.	6/10/2016 weekly
G1.B1.S1.MA1	Administration and/or coaches will be present at collaborative planning sessions to assist teachers.	Myers, Sophia	9/1/2015	Staff sign in sheets Products created by teachers during collaborative planning session. Assessment reports (monthly, quarterly)	6/10/2016 weekly
G1.B1.S1.MA3	Review student work samples and activities quarterly for increased complexity.	Smith, Shawana	9/8/2015	Collect and review student work samples and subject journal notebook entries.	6/9/2016 quarterly
G1.B2.S1.MA1	Analyze student data outcomes and evaluate the impact of C.A.R.E. model on student achievement.	Myers, Sophia	9/7/2015	Student work samples and student assessment results.	6/9/2016 weekly
G1.B2.S1.MA1	Ensure that professional learning is implemented throughout all content levels with fidelity.	Myers, Sophia	9/7/2015	Classroom walk through forms and iobservations. Instructional coaches will note in their visitation logs.	6/9/2016 daily
G1.B2.S2.MA1	Coaches will provide teachers with assistance with gathering, analyzing and applying students' data.	Josephs, Vetia	9/8/2015	Teacher observations and Data sheets will be used to determine if data is being gathered and applied to classroom instruction and planning.	6/9/2016 biweekly
G1.B2.S2.MA1	Teachers will receive feedback and assistance at Data chat/Collaborative meetings.	Myers, Sophia	9/8/2015	Data sheets and Collaborative meeting sign-in sheets.	6/9/2016 biweekly
G2.MA1	Classroom iobservations 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 throughs, iobservations feedback student data results, and student samples of authentic work.	6/4/2015 weekly
G2.B1.S1.MA1	Classroom walk through data will be reviewed to ensure that student engagement is increasing in each classroom. The professional development will focus on self reflection activities and peer observations.	Amaker, Rendolyn	9/1/2014	Classroom walk thru forms Professional developments Self reflection activity results	6/4/2015 weekly

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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 throughs will be conducted to check for implementation of instructional strategies.	Amaker, Rendolyn	9/1/2014	Classroom walk through forms with feedback and iobservations.	6/4/2015 weekly
G2.B2.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. Also, The Quality of Lessons/activities created will be used to gauge effectiveness.	Myers, Sophia	9/8/2015	Teachers will effectively plan and implement Depth of Knowledge level 3 and 4 activities. Teachers will demonstrate this during classroom iobservation and in their lesson plans.	6/9/2016 weekly
G2.B2.S1.MA1	Administration and/or Coaches will be present at Collaborative planning sessions to assist and guide teachers.	Myers, Sophia	9/8/2015	Staff sign in sheet, Collaborative session minutes,	6/9/2016 biweekly
G2.B3.S1.MA1	Basic Math Facts tests will be collected, reviewed and teachers will receive feedback. Chapter Tests data will be collected and reviewed.	Josephs, Veta	9/8/2015	Math Facts contest winners Lesson Plans Data chats Data logs	6/9/2016 biweekly
G2.B3.S1.MA1	Basic Math Facts Sheets will be collected and reviewed. Basic Math Facts Tests data will be collected and reviewed.	Josephs, Veta	9/8/2015	Number of students receiving prizes and awards weekly Student work samples Data report tracking	6/9/2016 daily
G2.B3.S1.MA1	Basic Math Facts Sheets Basic Math Facts Tests	Josephs, Veta	9/8/2015	Number of students receiving prizes and awards weekly Student work samples Data report tracking	6/9/2016 daily
G2.B4.S1.MA1	Teachers will bring student writing samples to monthly collaborative sessions to review and receive feedback.	Sullivan, Shemetria	8/10/2015	Lesson plans, writing lessons, student writing samples, minutes from Collaborative session meetings.	6/9/2016 monthly
G2.B4.S1.MA1	Teachers will participate in Writing Strategies Professional Development. Student journals will be reviewed to ensure teachers are writing across the curriculum.	Smith, Shawana	9/8/2015	Student writing samples and Subject area journals will be reviewed and discussed in data chat meetings. Lesson plans will be checked for writing integration into all subject area planning. Student Writing proficiency will increase on quarterly writing prompts.	6/9/2016 quarterly
G2.B3.S2.MA1	Feedback will be gathered from parents and students that attend the Family Math Night.	Myers, Sophia	1/11/2016	Parent attendance, sign in sheets, feedback/survey forms.	1/11/2016 one-time
G2.B3.S2.MA1	A planning committee will plan activities and identify resources to used during Family Math Night.	Josephs, Veta	1/11/2016	Activities resources and agenda to be presented during Math night. Parent attendance and sign in sheets from the night.	1/22/2016 one-time
G2.B3.S3.MA1	Administration will conduct ongoing progress monitoring during classroom walk through feedback.	Amaker, Rendolyn	8/10/2015	data chats, iobservation and teacher feedback forms	6/9/2016 daily
G2.B3.S3.MA1	Math coach will provide samples of engaging Math lessons to teachers during collaborative meetings.	Josephs, Veta	10/12/2015	Feedback forms, lesson plans and student work samples.	6/9/2016 monthly
G3.MA1	Student progress from BSA I to BSA II Progress monitoring across checkpoint assessments Administration of Mini BAT Form B-D for non-passing Form A scores	Martinez, Andres	9/8/2015	Data sheets monitoring: BSA I, BSA II, Checkpoint Assessments	6/9/2016 monthly
G3.B1.S1.MA1	BSA I and II Checkpoints Performance Assessments	Martinez, Andres	6/9/2015	BSA I and II data Checkpoint data Performance Assessment grading scales FCAT Science	6/9/2016 biweekly
G3.B1.S1.MA1	Classroom observations of science investigations and instruction; Monthly	Martinez, Andres	9/8/2015	Lab reports and student journal entries Classroom walk-through observations Science projects	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	science team meetings; Classroom modeling and support.				
G3.B1.S2.MA1	Science Journals will be discussed at Science teacher meetings. Model science journals will be shared to show good examples of journal usage.	Martinez, Andres	10/12/2015	Student Science Journals	6/9/2016 biweekly
G3.B1.S2.MA1	Science coach will update and remind teachers throughout the year of science journal protocols. Science coach will also check for feedback from the teacher in student journals.	Martinez, Andres	8/10/2015	Science journals should contain feedback from the teacher and journals must be current. Lesson plans should contain evidence of science journal usage.	6/9/2016 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. If teachers meet students instructional needs through the use of higher Depths of Knowledge using levels 3-4, then students' achievement will increase in all subject areas.

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 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 9/1/2015 to 6/10/2016

PD Opportunity 2

Teachers will utilize more DOK stem questions in classroom instruction/discussions

Facilitator

Rendolyn Amaker, Principal

Participants

All Teachers

Schedule

Daily, from 9/8/2015 to 6/9/2016

G2. If all students are actively engaged in learning experiences that help them practice and deepen new knowledge in all content areas, then purposeful, and authentic student work will increase along with 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 that increase authentic lesson development.

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

G2.B3 Students don't come equipped with Basic Math Facts knowledge and teachers need guidance in planning rigorous Math lessons while meeting the students at their current level of performance.

G2.B3.S1 Sponsor Basic Math Facts contest with prizes and recognize students making improvements.

PD Opportunity 1

Teachers will create math Goals for All Students and track student progress on Math Data sheets.

Facilitator

Vetia Josephs, Math Coach

Participants

All Math teachers

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

G2.B4 Teachers lack an understanding of how to incorporate and evaluate writing across the curriculum.

G2.B4.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

ALL Reading, Math and Science teachers

Schedule

Monthly, from 9/8/2015 to 6/9/2016

PD Opportunity 2

Teachers will learn about and utilize rubrics to score/evaluate student writing.

Facilitator

District/ Literacy Coach

Participants

Third, Fourth and Fifth grade teachers

Schedule

Monthly, from 9/8/2015 to 6/9/2016

G3. If teachers provide hands-on science investigations in the classroom and in STEM classes, then students' critical thinking skills will improve.

G3.B1 Students lack prior knowledge in science concepts and processes.

G3.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

Teachers will use Inquiry investigations to engage students in lessons. Teachers will implement Direct instruction of the scientific method and Utilize the 5 E Model during class science lessons

Facilitator

Science Coach

Participants

Teachers Science Coach

Schedule

Daily, from 9/8/2015 to 6/9/2016

Technical Assistance Items

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

G2. If all students are actively engaged in learning experiences that help them practice and deepen new knowledge in all content areas, then purposeful, and authentic student work will increase along with student engagement.

G2.B2 Lack of engaging lessons to increase student participation.

G2.B2.S1 During Collaborative hour meetings, teachers will research and design lessons with DOK level 3 & 4 activities in all subject areas.

PD Opportunity 1

Teachers will create a menu of activities for students to choose from daily which includes mandatory DOK level 3 and 4 activities.

Facilitator

Shawana Smith, Stephanie Wallace

Participants

All teachers

Schedule

Monthly, from 9/8/2015 to 6/9/2016

G3. If teachers provide hands-on science investigations in the classroom and in STEM classes, then students' critical thinking skills will improve.

G3.B1 Students lack prior knowledge in science concepts and processes.

G3.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

Teachers will conduct bi-weekly Hands-on science experiments.

Facilitator

Andres Martinez

Participants

Science Teachers

Schedule

Biweekly, from 9/7/2015 to 6/9/2016

Budget

Budget Data

1	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.				\$0.00
2	G1.B1.S1.A2	Teachers will utilize more DOK stem questions in classroom instruction/ discussions				\$0.00
3	G1.B2.S1.A1	All instructional staff will participate in grade level data chats.				\$0.00
4	G1.B2.S2.A1	Administration will spot check weekly lesson plans to check for reteaching entries.				\$0.00
5	G1.B2.S2.A2	Teachers will submit Data from Reading, Math and Intervention hour assessments to administration.				\$0.00
6	G2.B1.S1.A1	Teachers will collaborate with their peers in professional learning communities to plan instructional strategies to that will increase student engagement.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1191 - North Fork Elementary School	Title I Part A		\$5,000.00
			<i>Notes: Leveled Literacy Intervention Training</i>			
7	G2.B2.S1.A1	Teachers will meet on 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 DOK level 3 and 4 activities. Teachers will share the lessons and activities they design among their team to provide activity options for each other.				\$0.00
8	G2.B2.S1.A2	Teachers will create a menu of activities for students to choose from daily which includes mandatory DOK level 3 and 4 activities.				\$0.00
9	G2.B3.S1.A1	Teachers will create math Goals for All Students and track student progress on Math Data sheets.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1191 - North Fork Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Basic Math Facts Incentive awards</i>			
10	G2.B3.S1.A2	Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.				\$0.00

Budget Data						
11	G2.B3.S2.A1	Plan and invite parents to attend a Math night featuring make and take activities and other resources for parents.				\$0.00
12	G2.B3.S3.A1	Teachers will meet during collaborative planning sessions to review and develop lessons that engage students.				\$0.00
13	G2.B4.S1.A1	Teachers will participate in professional development to learn various ways to infuse Writing in each content area.				\$0.00
14	G2.B4.S1.A2	Teachers will learn about and utilize rubrics to score/evaluate student writing.				\$0.00
15	G3.B1.S1.A1	Teachers will use Inquiry investigations to engage students in lessons. Teachers will implement Direct instruction of the scientific method and Utilize the 5 E Model during class science lessons				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1191 - North Fork Elementary School			\$2,500.00
			<i>Notes: TIF Funds used for 5E Model Training</i>			
16	G3.B1.S1.A2	Teachers will conduct bi-weekly Hands-on science experiments.				\$0.00
17	G3.B1.S2.A1	All classrooms will be monitored for up to date Science journal notebook entries.				\$0.00
18	G3.B2.S1.A1	Prepare and assist students with Science Fair projects to enter into the Science Fair.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1191 - North Fork Elementary School	School Improvement Funds		\$600.00
			<i>Notes: For student science display boards, awards and prized for winners of the Science Fair.</i>			
					Total:	\$8,600.00