

Broward County Public Schools

North Fork Elementary School



2016-17 Schoolwide Improvement Plan

North Fork Elementary School

101 NW 15TH AVE, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 99% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | F* | F | |

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 13 |
| Ambitious Instruction and Learning | 15 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 42 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 45 |
| Professional Development Opportunities | 45 |
| Technical Assistance Items | 49 |
| Appendix 3: Budget to Support Goals | 49 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Fork Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 a creative, responsible, and productive individual in today's changing society.

b. 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.

2. School Environment

a. 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

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

N/A

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 3 | 4 | 4 | 3 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| One or more suspensions | 4 | 5 | 3 | 4 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 89 | 71 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 7 | 5 | 6 | 13 | 18 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |

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

N/A

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/361845>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. 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 |
| Josephs, Vetia | Instructional Coach |
| Jones-Biddings , Erica | School Counselor |
| Carby-Stephenson, Andrea | Other |
| Smith, Shawana | Teacher, K-12 |
| Martinez, Andres | Instructional Coach |

b. Duties

1. 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
Remona Phillips – VE Teacher/ESE Specialist
Vetia Josephs - Math Coach
Shawana Smith -Reading Resource Specialist
Andres Martinez - Science Coach
Stephanie Wallace-Reading Coach/Resource
Andrea Carby-Stephenson – Speech Pathologist
Ilisa Lebowitz- Psychologist
Eder Petit-Clair – Social Worker
Bobbi Edwards - Kindergarten Team Leader
Aniya Nesbeth - First Grade Team Leader
Stephanie Wallace - Second Grade Team Leader
Helen Pittman - Third Grade Team Leader
Lauren Morris - Fourth Grade Team Leader
Spencer Butler - Fifth Grade Team Leader

2. 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

2. School Advisory Council (SAC)

a. Membership

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

| 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 |

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 for ELA and Mathematics. 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.

b. Instructional Strategies

1. 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.

2. 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: 10,800

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 for 180 school days. 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 assessments every three weeks. In addition, students will be assessed via the District Broward's Standards Assessment. Data chats will be held after each test administered. The secondary instructional focus calendar will be altered based on the data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G088265

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 |

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.

Resources Available to Help Reduce or Eliminate the Barriers 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.

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 9/5/2016 to 6/5/2017

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

G088266

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA Mathematics Achievement | 50.0 |
| FSA ELA Achievement | 40.0 |
| FCAT 2.0 Science Proficiency | 40.0 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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

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 9/5/2016 to 6/5/2017

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

G088267

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 40.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack prior knowledge in science concepts and processes.
- Most students do not enjoy learning science concepts.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 9/5/2016 to 6/5/2017

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

 = 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**


 G088265

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

 B234696

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

4

 S247443

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 9/6/2016 to 6/5/2017

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 9/6/2016 to 6/5/2017

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 9/6/2016 to 6/5/2017

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 9/6/2016 to 6/5/2017

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 9/6/2016 to 6/5/2017


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

 B234697

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

 S247445

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

S247446

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

 G088266

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

 B234700

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

 S247449

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

Evidence of Completion

Classroom walk thru forms Professional developments Self refection activity results

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**

 B234702

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

4

 S247452

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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

 S247453

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 1/20/2017

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 1/20/2017

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 1/20/2017

Evidence of Completion

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

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

 S247454

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 6/5/2017

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 10/10/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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

 B234703

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

 S247455

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

 G088267

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

 B234704

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

 S247456

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 8/22/2016 to 6/5/2017

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

 S247457

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

 B234705

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

 S247458

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

Daily, from 2/6/2017 to 4/28/2017

Evidence of Completion

Completed Science Fair entries.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The Science Coach will develop and work with a team to plan and execute the Science night.

Person Responsible

Andres Martinez

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Action Plan for teachers, Invitation and Itinerary for Parents

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will use the action plan to guide students in creating projects for the event.

Person Responsible

Andres Martinez

Schedule

On 4/28/2017

Evidence of Completion













Lesson plans, Project Rubrics, Completed Projects

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.B2.S1.MA1 M335442 | 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 M335443 | 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.S1.A1 A322335 | 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 |
| G2.B4.S1.MA1 M335461 | Teachers will bring student writing samples to monthly collaborative sessions to review and receive... | 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 M335462 | Teachers will participate in Writing Strategies Professional Development. Student journals will... | 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.B4.S1.A1 A322349 | Teachers will participate in professional development to learn various ways to infuse Writing in... | 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 |
| G2.B4.S1.A2 A322350 | 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 |
| G1.B2.S2.MA1 M335444 | Coaches will provide teachers with assistance with gathering, analyzing and applying students'... | 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 M335445 | 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 |
| G1.B2.S2.A1 A322336 | Administration will spot check weekly lesson plans to check for reteaching entries. | Amaker, Rendolyn | 9/8/2015 | | 6/9/2016 weekly |
| G1.B2.S2.A2 A322337 | Teachers will submit Data from Reading, Math and Intervention hour assessments to administration. | Amaker, Rendolyn | 9/8/2015 | | 6/9/2016 biweekly |
| G3.B1.S2.MA1 M335466 | Science Journals will be discussed at Science teacher meetings. Model science journals will be... | Martinez, Andres | 10/12/2015 | Student Science Journals | 6/9/2016 biweekly |
| G3.B1.S2.MA1 M335467 | Science coach will update and remind teachers throughout the year of science journal protocols.... | 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 |
| G3.B1.S2.A1 A322353 | 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 |
| G2.B3.S2.MA1 M335457 | Feedback will be gathered from parents and students that attend the Family Math Night. | Myers, Sophia | 1/9/2017 | Parent attendance, sign in sheets, feedback/survey forms. | 1/20/2017 one-time |
| G2.B3.S2.MA1 M335458 | A planning committee will plan activities and identify resources to used during Family Math Night. | Josephs, Vetia | 1/9/2017 | Activities resources and agenda to be presented during Math night. Parent | 1/20/2017 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|------------------|-------------------------------|--|--------------------|
| | | | | attendance and sign in sheets from the night. | |
| G2.B3.S2.A1 A322347 | Plan and invite parents to attend a Math night featuring make and take activities and other... | Josephs, Vetia | 1/9/2017 | Parent sign in sheets and student activities completed that evening. | 1/20/2017 one-time |
| G3.B2.S1.MA1 M335468 | Teachers will use the action plan to guide students in creating projects for the event. | Martinez, Andres | 2/6/2017 | Lesson plans, Project Rubrics, Completed Projects | 4/28/2017 one-time |
| G3.B2.S1.MA1 M335469 | The Science Coach will develop and work with a team to plan and execute the Science night. | Martinez, Andres | 9/5/2016 | Action Plan for teachers, Invitation and Itinerary for Parents | 4/28/2017 monthly |
| G3.B2.S1.A1 A322354 | Prepare and assist students with Science Fair projects to enter into the Science Fair. | Martinez, Andres | 2/6/2017 | Completed Science Fair entries. | 4/28/2017 daily |
| G1.MA1 M335449 | Lesson plans will be collected to determine if DOK level 3 and 4 activities are included. Teacher... | Myers, Sophia | 9/5/2016 | 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. | 6/5/2017 biweekly |
| G2.MA1 M335463 | Classroom iobservations will be reviewed to identify if students are engaged in the classroom.... | Amaker, Rendolyn | 9/5/2016 | Classroom walk throughs, iobservations feedback student data results, and student samples of authentic work. | 6/5/2017 weekly |
| G3.MA1 M335470 | Student progress from BSA I to BSA II Progress monitoring across checkpoint assessments... | Martinez, Andres | 9/5/2016 | Data sheets monitoring: BSA I, BSA II, Checkpoint Assessments | 6/5/2017 monthly |
| G1.B1.S1.MA1 M335439 | Teachers will be asked to self reflect and provide a needs assessment to... | Myers, Sophia | 9/6/2016 | 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. | 6/5/2017 weekly |
| G1.B1.S1.MA1 M335440 | Administration and/or coaches will be present at collaborative planning sessions to assist... | Myers, Sophia | 9/6/2016 | Staff sign in sheets Products created by teachers during collaborative planning session. Assessment reports (monthly, quarterly) | 6/5/2017 weekly |
| G1.B1.S1.MA3 M335441 | Review student work samples and activities quarterly for increased complexity. | Smith, Shawana | 9/6/2016 | Collect and review student work samples and subject journal notebook entries. | 6/5/2017 quarterly |
| G1.B1.S1.A1 A322333 | Teachers will meet on a rotation cycle for one hour and thirty minutes every six days. During this... | Myers, Sophia | 9/6/2016 | Classroom Observations Lesson Plans Collaborative Planning Sessions minutes Professional Development records Student portfolios | 6/5/2017 biweekly |
| G1.B1.S1.A2 A322334 | Teachers will utilize more DOK stem questions in classroom instruction/ discussions | Amaker, Rendolyn | 9/6/2016 | Administrator will note the use of DOK level 3 & 4 questions and stems during classroom iobservations and visitations/ feedback. | 6/5/2017 daily |
| G2.B1.S1.MA1 M335450 | Classroom walk through data will be reviewed to ensure that student engagement is increasing in... | Amaker, Rendolyn | 9/5/2016 | Classroom walk thru forms Professional developments Self refection activity results | 6/5/2017 weekly |
| G2.B1.S1.MA1 M335451 | Classroom walk throughs will be conducted to check for implementation of instructional strategies. | Amaker, Rendolyn | 9/5/2016 | Classroom walk through forms with feedback and iobservations. | 6/5/2017 weekly |
| G2.B1.S1.A1 A322341 | Teachers will collaborate with their peers in professional learning communities to plan... | Amaker, Rendolyn | 9/5/2016 | Weekly notes from professional learning communities | 6/5/2017 weekly |

Broward - 1191 - North Fork Elementary School - 2016-17 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.B3.S1.MA1  M335454 | Basic Math Facts tests will be collected, reviewed and teachers will receive feedback. Chapter... | Josephs, Vetia | 9/5/2016 | Math Facts contest winners Lesson Plans Data chats Data logs | 6/5/2017 biweekly |
| G2.B3.S1.MA1  M335455 | Basic Math Facts Sheets will be collected and reviewed. Basic Math Facts Tests data will be... | Josephs, Vetia | 9/5/2016 | Number of students receiving prizes and awards weekly Student work samples Data report tracking | 6/5/2017 daily |
| G2.B3.S1.MA1  M335456 | Basic Math Facts Sheets Basic Math Facts Tests | Josephs, Vetia | 9/5/2016 | Number of students receiving prizes and awards weekly Student work samples Data report tracking | 6/5/2017 daily |
| G2.B3.S1.A1  A322345 | Teachers will create math Goals for All Students and track student progress on Math Data sheets. | Josephs, Vetia | 9/5/2016 | Math Data Sheets Student chapter/unit tests | 6/5/2017 biweekly |
| G2.B3.S1.A2  A322346 | Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts. | Josephs, Vetia | 9/5/2016 | Math Coach will collect and review math data sheets and look for Current Calendar in classroom | 6/5/2017 weekly |
| G3.B1.S1.MA1  M335464 | BSA I and II Checkpoints Performance Assessments | Martinez, Andres | 8/22/2016 | BSA I and II data Checkpoint data Performance Assessment grading scales FCAT Science | 6/5/2017 biweekly |
| G3.B1.S1.MA1  M335465 | Classroom observations of science investigations and instruction; Monthly science team meetings;... | Martinez, Andres | 9/5/2016 | Lab reports and student journal entries Classroom walk-through observations Science projects | 6/5/2017 weekly |
| G3.B1.S1.A1  A322351 | Teachers will use Inquiry investigations to engage students in lessons. Teachers will implement... | Martinez, Andres | 9/5/2016 | Lab reports Science journal entries Science projects Science fair entries | 6/5/2017 daily |
| G3.B1.S1.A2  A322352 | Teachers will conduct bi-weekly Hands-on science experiments. | Martinez, Andres | 9/5/2016 | Teachers will display selected science projects/experiments | 6/5/2017 biweekly |
| G2.B3.S3.MA1  M335459 | Administration will conduct ongoing progress monitoring during classroom walk through feedback. | Amaker, Rendolyn | 9/5/2016 | data chats, iobservation and teacher feedback forms | 6/5/2017 daily |
| G2.B3.S3.MA1  M335460 | Math coach will provide samples of engaging Math lessons to teachers during collaborative meetings. | Josephs, Vetia | 10/10/2016 | Feedback forms, lesson plans and student work samples. | 6/5/2017 monthly |
| G2.B3.S3.A1  A322348 | Teachers will meet during collaborative planning sessions to review and develop lessons that engage... | Josephs, Vetia | 10/3/2016 | Lessons created in Collaborative sessions, Lesson plans, meeting minutes and student work samples. | 6/5/2017 one-time |

V. 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 9/6/2016 to 6/5/2017

PD Opportunity 2

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

Facilitator

Rendolyn Amaker, Principal

Participants

All Teachers

Schedule

Daily, from 9/6/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

VI. Technical Assistance Items

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

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.

TA Opportunity 1

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

Facilitator

Andres Martinez

Participants

Science Teachers

Schedule

Biweekly, from 9/5/2016 to 6/5/2017

VII. Budget

| | | | | | | |
|---|-------------|---|-------------------------------------|-----------------|-----|------------|
| 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 | 2016-17 |
| | | | 1191 - North Fork Elementary School | Title I, Part A | | \$5,000.00 |

Broward - 1191 - North Fork Elementary School - 2016-17 SIP
North Fork Elementary School

| | | | | | | |
|---------------|--------------------|---|--|--------------------------|-----|-------------------|
| | | | <i>Notes: Leveled Literacy Intervention Training</i> | | | |
| 7 | 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 | 2016-17 |
| | | | 1191 - North Fork Elementary School | School Improvement Funds | | \$500.00 |
| | | | <i>Notes: Basic Math Facts Incentive awards</i> | | | |
| 8 | G2.B3.S1.A2 | Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts. | | | | \$0.00 |
| 9 | 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 |
| 10 | G2.B3.S3.A1 | Teachers will meet during collaborative planning sessions to review and develop lessons that engage students. | | | | \$0.00 |
| 11 | G2.B4.S1.A1 | Teachers will participate in professional development to learn various ways to infuse Writing in each content area. | | | | \$0.00 |
| 12 | G2.B4.S1.A2 | Teachers will learn about and utilize rubrics to score/evaluate student writing. | | | | \$0.00 |
| 13 | 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 | 2016-17 |
| | | | 1191 - North Fork Elementary School | | | \$2,500.00 |
| | | | <i>Notes: TIF Funds used for 5E Model Training</i> | | | |
| 14 | G3.B1.S1.A2 | Teachers will conduct bi-weekly Hands-on science experiments. | | | | \$0.00 |
| 15 | G3.B1.S2.A1 | All classrooms will be monitored for up to date Science journal notebook entries. | | | | \$0.00 |
| 16 | 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 | 2016-17 |
| | | | 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 |