

Broward County Public Schools

North Fork Elementary School



2017-18 Schoolwide Improvement Plan

North Fork Elementary School

101 NW 15TH AVE, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">99%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for North Fork Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Elementary, a STEM school, 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.

Our vision as a forward-thinking school aims to prepare our students for a rapidly changing world by equipping them with critical thinking skills, global perspectives, 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 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. This is reinforced daily.

Our parents share their beliefs and thoughts with our teachers and staff when they attend yearly parent conferences, holiday programs, family nights, field day, field trips and when volunteering in the classroom. Parents also share their concerns through annual Parent Survey. 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 SAFE 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 Elementary. (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 Elementary, we strive to create an environment in which all students feel valued and acknowledged. In our school, we have created a support system which ensures that the social-emotional needs of all students are met. We use data from discipline referrals to drive services offered to students as needed. Our School counselor offers a comprehensive school counseling program which includes: peer counseling, individual counseling, group counseling and classroom guidance. Students are recommended for counseling by their teachers, parents and students can request to speak to the school counselor. Students identified with social-emotional needs are assigned mentors.

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Students with the following warning signs are identified through basis. The Rti Team meets to discuss strategies and interventions to be used with these students:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

One or more suspensions-whether in school or out of school.

Failing grades in Reading or Math during any grading period

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency.

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	8	8	12	15	17	17	0	0	0	0	0	0	0	77
One or more suspensions	7	8	7	9	11	14	0	0	0	0	0	0	0	56
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.

Intervention strategies employed by our school include:

Attendance meetings and Community Liaison will contact parents and monitor students with at-risk attendance.

Academic interventions are given to students with Low performance in Reading and Math. They are pulled out for small group interventions 1 hour daily.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

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
Smith, Shawana	Teacher, K-12

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
- Stephanie Wallace-Reading Coach/Resource

Gia Jeff-Goodman-Reading resource
Dr .Julie Buzgon- Psychologist
Joan Bransford – Social Worker
Bobbi Edwards - Kindergarten Team Leader
Aniya Nesbeth - First Grade Team Leader
Sherylyn Henschel - Second Grade Team Leader
Tenon Fulton - 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
Shawana Smith	Teacher
James Ray	Business/Community
Henrietta Tierney	Business/Community
Ricky Scott	Business/Community
Tushanna Prescott	Education Support Employee
Joel Myers	Business/Community
Matthew Arbucci	Business/Community
Akeema Burgess	Parent
Calvin Fagen, Sr.	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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: \$400, uniform bank-\$200, honor roll-\$500, behavior-3200, and academic achievement in content areas-\$800. SAC will provide funding for Family/Curriculum Nights.

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
Mocombe, Tiara	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 Marjorie Coke-Malcolm Mentor is an experienced * Review policies and procedures teacher. The mentee is new for core teachers.

to the school. * Collaborative Planning

* Weekly Meetings

* Observations

* Provide Florida Standards

* Provide professional development

Stephanie Wallace Angela Hill Mentor is an experienced teacher/coach. The mentee is new to the grade level/content area.

Shawana Smith Latoya Taylor Mentor is an experienced teacher. The mentee is a teacher new to the intermediate grade level.

Sherlynn Henschel Denecia Maxwell Mentor is an experienced teacher. The mentee is 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 elementary, administers checkpoint test in order to gather student data to drive instruction. It is our philosophy that students who are proficient should be enriched and remediation should be provided to those students who are not yet proficient. Students who have difficulty attaining proficiency will be retaught the skills they are lacking, which at times may involve placement in an intervention program that is geared toward the student's deficiency.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we develop a family and community engagement plan focusing on reducing barriers, and families experience, then we will improve school performance and families will be better prepared to support the learning and achievement of their children.

- G2.** If teachers implement a Balanced Literacy Model with fidelity, then student proficiency will increase across all content areas.

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 we develop a family and community engagement plan focusing on reducing barriers, and families experience, then we will improve school performance and families will be better prepared to support the learning and achievement of their children. 1a

G098558

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	50.0
FSA Science Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Limited parent knowledge of academic strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Family Nights
- Community Liason

Plan to Monitor Progress Toward G1. 8

Progress towards the goals and targets will be monitored by utilizing school, family and community survey, rubrics and tools to evaluate the school's continuous improvement goals and strategies. Informed and engaged families and communities are essential to the success of the students and the school.

Person Responsible

Rendolyn Amaker

Schedule

On 6/7/2018

Evidence of Completion

Student and Parent Survey results

G2. If teachers implement a Balanced Literacy Model with fidelity, then student proficiency will increase across all content areas. 1a

G098559

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSAA Mathematics Achievement	50.0
FSAA Science Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Chronic teacher absenteeism
- Limited exposure and utilization of the most updated 21st century technology by students and teachers
- Limited exposure to grade level work resulting in students being unable to perform on grade level assessments
- Integration of Literacy through all content areas
- Teachers lack knowledge on how to effectively implement instructional strategies to encourage student participation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Incentive Plan
- Incentives for students
- Student Laptops
- Extended Learning Opportunities
- Technology
- Supplemental Materials
- Administration, Coaches, Instructional Materials, Technology, Professional Development
- Grade team collaborative planning time with instructional team.
- Title 1- funds can be used for extended learning opportunities and family nights.
- Extended Instructional Day
- Academic Coaches (Literacy, Mathematics, and Science)
- Professional development opportunities, Broward County Science Hands-on Kits, Marine Science Curriculum

Plan to Monitor Progress Toward G2. 8

Progress towards the goals and targets will be monitored by utilizing school assessment data tools to evaluate the school's continuous improvement of goals and strategies. Building an effective Balanced Literacy Model is essential to ensuring the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities to ensure continued learning gains.

Person Responsible

Rendolyn Amaker

Schedule

On 6/7/2018

Evidence of Completion

Lesson Plans Data reports

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 we develop a family and community engagement plan focusing on reducing barriers, and families experience, then we will improve school performance and families will be better prepared to support the learning and achievement of their children. **1**

 G098558

G1.B4 Limited parent knowledge of academic strategies **2**

 B265156

G1.B4.S1 Host a Math Night for the entire Family. **4**

 S281060

Strategy Rationale

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

Action Step 1 **5**

Plan and invite parents to attend a Curriculum Night featuring make and take activities and other resources for parents.

Person Responsible

Vetia Josephs

Schedule

On 6/6/2018

Evidence of Completion

Parent sign in sheets and student activities completed that evening.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

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

Person Responsible

Vetia Josephs

Schedule

On 1/20/2018

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 G1.B4.S1 7

To effectively monitor the strategies, feedback will be gathered from parents and students that attend the Family Academic Night Programs. Parents will also be included in the decision-making for school improvement, policy development and plans for engaging families in the community.

Person Responsible

Vetia Josephs

Schedule

On 1/20/2018

Evidence of Completion

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

G1.B4.S2 Students will have open access to the media center which creates a nurturing environment, whereby students will have access to books and literature at home. 4

S281061

Strategy Rationale

Providing open access to literature for students and families alleviates a barrier for families of limited resources and materials which aid in the literacy achievement of student learners

Action Step 1 5

To create a nurturing literacy-rich environment students will be provided appropriate leveled books to build a home library and promote a love of reading.

Person Responsible

Shawana Smith

Schedule

Daily, from 8/28/2017 to 6/6/2018

Evidence of Completion

Students will be able to utilize the books and literature. Graphic organizers and book reports will be given by the classroom teacher.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

To monitor for fidelity, teachers will participate in routine visits to the media center with students to order to expose students to literature on a consistent basis. Students will utilize a checkout system through the media center which allows them to receive books for reading while encouraging learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions and set appropriate goals for student learners.

Person Responsible

Sophia Myers

Schedule

On 6/7/2018

Evidence of Completion

Media schedule Media Checkout records

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

To effectively monitor that parent knowledge of academic strategies increase, the school will utilize in-house parent surveys i.e. Exit Slips, after each parent night event to obtain parent feedback about the effectiveness of the event.

Person Responsible

Sophia Myers

Schedule

On 6/7/2018

Evidence of Completion

Hard Copy of Exit Slips tickets received from parents. Parent Surveys

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

To effectively monitor that parent knowledge of academic strategies increase, the school will utilize in-house parent surveys i.e. Exit Slips, after each parent night event to obtain parent feedback about the effectiveness of the event.

Person Responsible

Sophia Myers

Schedule

On 6/7/2018

Evidence of Completion

Hard Copy of Exit Slips tickets received from parents. Parent Surveys

G1.B4.S3 Host a Science night for students and parents and sponsor a school-wide Science Fair. 4

S281062

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 for display during Family Science Night and for entry into the Science Fair Competition.

Person Responsible

Erica Jones-Biddings

Schedule

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

Evidence of Completion

Completed Science Fair entries.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

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

Person Responsible

Rendolyn Amaker

Schedule

Monthly, from 4/2/2018 to 5/25/2018

Evidence of Completion

Action Plan developed by teachers, Invitation and Itinerary for Parents

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

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

Person Responsible

Rendolyn Amaker

Schedule

On 4/27/2018

Evidence of Completion

Lesson plans, Project Rubrics, Completed Projects

G2. If teachers implement a Balanced Literacy Model with fidelity, then student proficiency will increase across all content areas. 1

G098559

G2.B1 Chronic teacher absenteeism 2

B265157

G2.B1.S1 Built a culture of attendance, then students will have significant gains in core academic subjects. 4

S281063

Strategy Rationale

During the 2016-2017 school year, 58% of the faculty and staff at North Fork have more than five days of absences. 29% have more that 10 days of absences. 16% have more than 15 days of absences. By eliminating absenteeism among teachers, students are provided with more instructional days resulting in academic achievement.

Action Step 1 5

Build a culture of attendance through an Incentive pay plan based on faculty and staff attendance of 95% of the time based on bargaining unit calendar

Person Responsible

Rendolyn Amaker

Schedule

Daily, from 10/2/2017 to 6/6/2018

Evidence of Completion

Daily attendance check

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

To monitor the fidelity of implementation of consistent staff attendance, daily attendance checks will be recorded to ensure the accuracy of data is collected.

Person Responsible

Rendolyn Amaker

Schedule

Daily, from 10/2/2017 to 6/7/2018

Evidence of Completion

Daily attendance sheets

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

Provide opportunities for staff to discuss effective practices and to problem solve chronic absenteeism challenges in order to increase instructional time for the advancement of learning opportunities for student, resulting in academic achievement.

Person Responsible

Rendolyn Amaker

Schedule

On 6/7/2018

Evidence of Completion

Staff meeting agenda

G2.B3 Limited exposure and utilization of the most updated 21st century technology by students and teachers **2**

 B265159

G2.B3.S1 Students and teachers will utilize 21st century technology tools to increase academic achievement in all content areas. **4**

 S281064

Strategy Rationale

As a Title I school, with 99% on Free/Reduce Lunch, the students and staff are not exposed and utilizing the most updated 21st century technology.

Action Step 1 **5**

The implementation of student laptops during the computer lab to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

Person Responsible

Sophia Myers

Schedule

Daily, from 9/28/2017 to 6/7/2018

Evidence of Completion

Progress monitoring of SchoolCity and iReady data

Action Step 2 **5**

The implementation of laptops during instructional time to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

Person Responsible

Rendolyn Amaker

Schedule

On 6/6/2018

Evidence of Completion

Classroom observations Lesson Plans

Action Step 3 5

Administrators and teachers will be trained in educational programs. Administrators and teachers will use and be exposed to 21st century technology.

Person Responsible

Rendolyn Amaker

Schedule

On 6/6/2018

Evidence of Completion

Administrators and teacher will be certified in Canvas

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

To monitor for fidelity, teachers and administrators will participate in professional development, PLC meetings to share best practices, plan activities for the integration of technology in all content areas, and expose students daily to ensure the academic development of learners grades K-5 in order to close the achievement gap.

Person Responsible

Sophia Myers

Schedule

On 6/7/2018

Evidence of Completion

PLC minutes Training Sign In Sheets

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

To effectively monitor the strategies, data will be progress monitored to determine the frequency of use in the classroom. Lesson plans will be analyzed for the integration of technology in all content areas.

Person Responsible

Sophia Myers

Schedule

On 6/6/2018


Evidence of Completion

Data reports from assessment programs Lesson Plans

G2.B5 Limited exposure to grade level work resulting in students being unable to perform on grade level assessments **2**

 B265161

G2.B5.S1 Students will participate in Extended Learning Opportunities Before, During, After School, Saturdays and Four(4) Weeks during the summer. **4**

 S281066

Strategy Rationale

Outside of the academic day, students will receive additional support in deficient skills. Thereby, reducing the need to utilize classroom time for remediation.

Action Step 1 **5**

Extended Day Opportunities to target students in need of enrichment and remediation.

Person Responsible

Sophia Myers

Schedule

Weekly, from 10/2/2017 to 7/5/2018

Evidence of Completion

ELO will be progressed monitored utilizing SchoolCity.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Schoolcity and IReady will be use to progress monitor the effectiveness of the program

Person Responsible

Rendolyn Amaker

Schedule

Weekly, from 10/9/2017 to 7/5/2018

Evidence of Completion

Schoolcity and IReady will be use to progress monitor the effectiveness of the program

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Schoolcity and IReady will be use to progress monitor the effectiveness of the program

Person Responsible

Rendolyn Amaker

Schedule

Weekly, from 10/9/2017 to 7/5/2018

Evidence of Completion

Schoolcity and IReady will be use to progress monitor the effectiveness of the program

G2.B5.S2 To expose students to on level and standards-based instructional practices and high quality instructional materials to ensure academic increase in all content areas. 4

 S281067

Strategy Rationale

To ensure every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Students are assessed on grade level therefore, they will be exposed during the academic day to standards based instruction.

Action Step 1 5

Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.

Person Responsible

Shawana Smith

Schedule

Daily, from 8/28/2017 to 6/7/2018

Evidence of Completion

FSA Data

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency.

Person Responsible

Sophia Myers

Schedule

Biweekly, from 10/2/2017 to 6/6/2018

Evidence of Completion

PLC Minutes Observation schedule

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

To effectively monitor the strategies, opportunities will be provided for teachers during data chat sessions, to discuss the effectiveness of the materials based on data results.

Person Responsible

Sophia Myers

Schedule

Quarterly, from 10/2/2017 to 6/6/2018

Evidence of Completion

Data Chat Schedule

G2.B5.S3 Teachers will participate in professional learning communities that increase authentic lesson development. 4

S281068

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

PLC

Person Responsible

Rendolyn Amaker

Schedule

Biweekly, from 10/20/2017 to 6/6/2018

Evidence of Completion

Agenda and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B5.S3 6

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

Person Responsible

Rendolyn Amaker

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Classroom walk through forms with feedback and iobservations.

Plan to Monitor Effectiveness of Implementation of G2.B5.S3 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 9/5/2017 to 6/1/2018

Evidence of Completion

Classroom walk thru forms Professional developments Self reflection activity results

G2.B10 Integration of Literacy through all content areas 2

 B265166

G2.B10.S2 Teachers will participate in on-going professional learning opportunities that will focus on Depth of Knowledge. 4

 S281070

Strategy Rationale

In order to provide teachers with the necessary knowledge on how to design higher level Depth of Knowledge activities in their classroom, teachers will participate in professional development.

Action Step 1 5

Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.

Person Responsible

Sophia Myers

Schedule

Biweekly, from 10/20/2017 to 7/6/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B10.S2 6

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

Person Responsible

Sophia Myers

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

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 G2.B10.S2 6

Review student work samples and activities quarterly for increased complexity.

Person Responsible

Shawana Smith

Schedule

Quarterly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B10.S2 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 9/5/2017 to 6/7/2018

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.

G2.B10.S3 Teachers will collect and bring data results from all classroom assessments to grade level Data chat sessions [copy] 4

 S281071

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 6/7/2018

Evidence of Completion

PLC minutes, learner data outcomes, PLC feedback forms

Action Step 2 5

Administration will check lesson plans to check for reteaching entries.

Person Responsible

Rendolyn Amaker

Schedule

Monthly, from 10/18/2017 to 6/6/2018

Evidence of Completion

I-Observation

Action Step 3 5

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

Person Responsible

Rendolyn Amaker

Schedule

Every 3 Weeks, from 9/27/2017 to 6/6/2018

Evidence of Completion

Data Binder

Plan to Monitor Fidelity of Implementation of G2.B10.S3 6

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

Person Responsible

Sophia Myers

Schedule

Biweekly, from 9/5/2017 to 9/6/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B10.S3 7

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

Person Responsible

Sophia Myers

Schedule

Every 3 Weeks, from 9/5/2017 to 6/7/2018

Evidence of Completion

Student work samples and student assessment results.

G2.B10.S4 Student incentives will provide external motivation for students to achieve academic success

4

S281072

Strategy Rationale

Student incentives will provide external motivation for students to achieve academic success

Action Step 1 5

Student incentives will provide external motivation for students to achieve academic success

Person Responsible

Rendolyn Amaker

Schedule

Weekly, from 9/25/2017 to 6/6/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B10.S4 6

To monitor for fidelity, teachers will participate in collaborative meetings to identify the effectiveness of strategies for motivating student learners to achieve academic success.

Person Responsible

Sophia Myers

Schedule

Quarterly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Collaborative meeting schedules

Plan to Monitor Effectiveness of Implementation of G2.B10.S4 7

To effectively monitor the strategies, feedback will be gathered from teachers and students on the effectiveness of the incentive plan.

Person Responsible

Sophia Myers

Schedule

On 6/6/2018

Evidence of Completion

Survey reports

G2.B10.S5 Provide teachers with professional development on how to integrate writing across the curriculum. 4

 S281073

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

Shawana Smith

Schedule

Monthly, from 9/5/2017 to 6/7/2018

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

Shawana Smith

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B10.S5 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 10/2/2017 to 5/25/2018

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.B10.S5 7

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

Person Responsible

Shawana Smith

Schedule

Monthly, from 9/18/2017 to 4/27/2018

Evidence of Completion

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

G2.B11 Teachers lack knowledge on how to effectively implement instructional strategies to encourage student participation. **2**

 B265167

G2.B11.S1 During Collaborative hour meetings, teachers will research and design lessons with DOK level 3 & 4 activities in all subject areas. **4**

 S281074

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 9/5/2016 to 6/5/2017

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 9/5/2016 to 6/5/2017

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.B11.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 9/5/2016 to 6/5/2017

Evidence of Completion

Staff sign in sheet, Collaborative session minutes,

Plan to Monitor Effectiveness of Implementation of G2.B11.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 9/5/2016 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 iobservation and in their lesson plans.

G2.B11.S3 Sponsor Basic Math Facts contest with prizes and recognize students making improvements.

4

S281076

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 9/5/2017 to 5/25/2018

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.B11.S3 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 9/5/2017 to 3/30/2018

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.B11.S3 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.B11.S3 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

Every 3 Weeks, from 9/5/2017 to 5/25/2018

Evidence of Completion

Math Facts contest winners Lesson Plans Data chats Data logs

G2.B11.S4 Make Math lessons more engaging and fun. 4

 S281077

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 with instructional coaches to front-load standard focus and develop lessons that engage students.

Person Responsible

Vetia Josephs

Schedule

Weekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B11.S4 6

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

Person Responsible

Vetia Josephs

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Feedback forms, lesson plans and student work samples.

Plan to Monitor Effectiveness of Implementation of G2.B11.S4 7

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

Person Responsible

Rendolyn Amaker

Schedule

Daily, from 9/5/2017 to 6/7/2018

Evidence of Completion

data chats, iobservation and teacher feedback forms

G2.B11.S5 Students will be exposed to science process skills through Inquiry/Hands-on experiences using the 5 E model of teaching. 4

 S281078

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

Sophia Myers

Schedule

Weekly, from 9/5/2017 to 6/7/2018

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

Sophia Myers

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Teachers will display selected science projects/experiments

Plan to Monitor Fidelity of Implementation of G2.B11.S5 6

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

Person Responsible

Rendolyn Amaker

Schedule

Every 3 Weeks, from 9/5/2017 to 6/5/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B11.S5 7

BSA I and II
Checkpoints
Performance Assessments

Person Responsible

Rendolyn Amaker

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

G2.B11.S6 Students will maintain a science journal notebook. 4

S281079

Strategy Rationale

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

Action Step 1 5

Incorporation of Science Journal Notebooks will be utilized in all classrooms to provide a rigorous and inquiry-based learning process for students in order to increase student achievement.

Person Responsible

Rendolyn Amaker

Schedule

Every 3 Weeks, from 9/5/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B11.S6 6

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

Person Responsible

Sophia Myers

Schedule

Monthly, from 8/28/2017 to 5/25/2018

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 G2.B11.S6 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

Rendolyn Amaker

















Schedule

Biweekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Student Science Journals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S3.A1  A378944	Prepare and assist students with Science Fair projects for display during Family Science Night and...	Jones-Biddings , Erica	2/6/2017	Completed Science Fair entries.	4/28/2017 daily
G2.B11.S1.MA1  M410883	Teachers will be asked to self reflect and provide feedback to administration / instructional...	Myers, Sophia	9/5/2016	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.	6/5/2017 weekly
G2.B11.S1.MA1  M410884	Administration and/or Coaches will be present at Collaborative planning sessions to assist and...	Myers, Sophia	9/5/2016	Staff sign in sheet, Collaborative session minutes,	6/5/2017 biweekly
G2.B11.S1.A1  A378959	Teachers will meet on rotation cycle for one hour and thirty minutes every six days. During this...	Smith, Shawana	9/5/2016	Classroom Observations Lesson Plans Collaborative Planning Sessions Lessons created	6/5/2017 biweekly
G2.B11.S1.A2  A378960	Teachers will create a menu of activities for students to choose from daily which includes...	Smith, Shawana	9/5/2016	Classroom centers will increase in rigor. Classroom observations and visitations will provide evidence of implementation.	6/5/2017 monthly
G2.B11.S3.MA1  M410887	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.B11.S3.A2  A378963	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
G1.B4.S1.MA1  M410856	To effectively monitor the strategies, feedback will be gathered from parents and students that...	Josephs, Vetia	1/9/2018	Parent attendance, sign in sheets, feedback/survey forms.	1/20/2018 one-time
G1.B4.S1.MA1  M410857	A planning committee will plan activities and identify resources to used during Family Math Night.	Josephs, Vetia	1/9/2018	Activities resources and agenda to be presented during Math night. Parent attendance and sign in sheets from the night.	1/20/2018 one-time
G2.B11.S3.MA1  M410886	Basic Math Facts Sheets will be collected and reviewed. Basic Math Facts Tests data will be...	Josephs, Vetia	9/5/2017	Number of students receiving prizes and awards weekly Student work samples Data report tracking	3/30/2018 daily
G1.B4.S3.MA1  M410861	Teachers will use the action plan to guide students in creating projects for the event.	Amaker, Rendolyn	3/6/2017	Lesson plans, Project Rubrics, Completed Projects	4/27/2018 one-time
G2.B10.S5.MA1  M410881	Teachers will bring student writing samples to monthly collaborative sessions to review and receive...	Smith, Shawana	9/18/2017	Lesson plans, writing lessons, student writing samples, minutes from Collaborative session meetings.	4/27/2018 monthly
G1.B4.S3.MA1  M410862	The Science teachers will develop and work with a team to plan and execute the Science night.	Amaker, Rendolyn	4/2/2018	Action Plan developed by teachers, Invitation and Itinerary for Parents	5/25/2018 monthly
G2.B11.S3.MA1  M410885	Basic Math Facts tests will be collected, reviewed and teachers will receive feedback. Chapter...	Josephs, Vetia	9/5/2017	Math Facts contest winners Lesson Plans Data chats Data logs	5/25/2018 every-3-weeks
G2.B11.S3.A1  A378962	Teachers will create math Goals for All Students and track student progress on Math Data sheets.	Josephs, Vetia	9/5/2017	Math Data Sheets Student chapter/unit tests	5/25/2018 biweekly
G2.B10.S5.MA1  M410882	Teachers will participate in Writing Strategies Professional Development. Student journals will...	Smith, Shawana	10/2/2017	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.	5/25/2018 quarterly











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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.B11.S6.MA1 M410892	Science Journals will be discussed at Science teacher meetings. Model science journals will be...	Amaker, Rendolyn	10/23/2017	Student Science Journals	5/25/2018 biweekly
G2.B11.S6.MA1 M410893	Instructional coaches will update and remind teachers throughout the year of science journal...	Myers, Sophia	8/28/2017	Science journals should contain feedback from the teacher and journals must be current. Lesson plans should contain evidence of science journal usage.	5/25/2018 monthly
G2.B11.S4.MA1 M410889	Math coach will provide samples of engaging Math lessons to teachers during collaborative meetings.	Josephs, Vetia	10/2/2017	Feedback forms, lesson plans and student work samples.	5/31/2018 monthly
G2.B11.S6.A1 A378967	Incorporation of Science Journal Notebooks will be utilized in all classrooms to provide a rigorous...	Amaker, Rendolyn	9/5/2017	Science coach will check and note whether science journals during his walk throughs.	5/31/2018 every-3-weeks
G2.B5.S3.MA1 M410872	Classroom walk through data will be reviewed to ensure that student engagement is increasing in...	Amaker, Rendolyn	9/5/2017	Classroom walk thru forms Professional developments Self reflection activity results	6/1/2018 weekly
G2.B5.S3.MA1 M410873	Classroom walk throughs will be conducted to check for implementation of instructional strategies.	Amaker, Rendolyn	9/5/2017	Classroom walk through forms with feedback and iobservations.	6/1/2018 weekly
G2.B11.S5.MA1 M410891	Classroom observations of science investigations and instruction; Monthly science team meetings;...	Amaker, Rendolyn	9/5/2017	Lab reports and student journal entries Classroom walk-through observations Science projects	6/5/2018 every-3-weeks
G1.B4.S1.A1 A378942	Plan and invite parents to attend a Curriculum Night featuring make and take activities and other...	Josephs, Vetia	12/13/2017	Parent sign in sheets and student activities completed that evening.	6/6/2018 one-time
G2.B1.S1.A1 A378945	Build a culture of attendance through an Incentive pay plan based on faculty and staff attendance...	Amaker, Rendolyn	10/2/2017	Daily attendance check	6/6/2018 daily
G2.B3.S1.MA1 M410866	To effectively monitor the strategies, data will be progress monitored to determine the frequency...	Myers, Sophia	10/2/2017	Data reports from assessment programs Lesson Plans	6/6/2018 one-time
G2.B3.S1.A2 A378947	The implementation of laptops during instructional time to ensure the academic development of...	Amaker, Rendolyn	1/12/2018	Classroom observations Lesson Plans	6/6/2018 one-time
G2.B3.S1.A3 A378948	Administrators and teachers will be trained in educational programs. Administrators and teachers...	Amaker, Rendolyn	1/12/2018	Administrators and teacher will be certified in Canvas	6/6/2018 one-time
G1.B4.S2.A1 A378943	To create a nurturing literacy-rich environment students will be provided appropriate leveled...	Smith, Shawana	8/28/2017	Students will be able to utilize the books and literature. Graphic organizers and book reports will be given by the classroom teacher.	6/6/2018 daily
G2.B5.S2.MA1 M410870	To effectively monitor the strategies, opportunities will be provided for teachers during data chat...	Myers, Sophia	10/2/2017	Data Chat Schedule	6/6/2018 quarterly
G2.B5.S2.MA1 M410871	To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best...	Myers, Sophia	10/2/2017	PLC Minutes Observation schedule	6/6/2018 biweekly
G2.B5.S3.A1 A378951	PLC	Amaker, Rendolyn	10/20/2017	Agenda and sign in sheets	6/6/2018 biweekly
G2.B10.S3.A2 A378954	Administration will check lesson plans to check for reteaching entries.	Amaker, Rendolyn	10/18/2017	I-Observation	6/6/2018 monthly
G2.B10.S3.A3 A378955	Teachers will submit Data from Reading, Math and Intervention hour assessments to administration.	Amaker, Rendolyn	9/27/2017	Data Binder	6/6/2018 every-3-weeks
G2.B10.S4.MA1 M410879	To effectively monitor the strategies, feedback will be gathered from teachers and students on the...	Myers, Sophia	8/21/2017	Survey reports	6/6/2018 one-time

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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.B10.S4.MA1 M410880	To monitor for fidelity, teachers will participate in collaborative meetings to identify the...	Myers, Sophia	8/21/2017	Collaborative meeting schedules	6/6/2018 quarterly
G2.B10.S4.A1 A378956	Student incentives will provide external motivation for students to achieve academic success	Amaker, Rendolyn	9/25/2017		6/6/2018 weekly
G2.B11.S4.A1 A378964	Teachers will meet with instructional coaches to front-load standard focus and develop lessons that...	Josephs, Vetia	8/21/2017	Lessons created in Collaborative sessions, Lesson plans, meeting minutes and student work samples.	6/6/2018 weekly
G1.MA1 M410863	Progress towards the goals and targets will be monitored by utilizing school, family and community...	Amaker, Rendolyn	8/21/2017	Student and Parent Survey results	6/7/2018 one-time
G2.MA1 M410894	Progress towards the goals and targets will be monitored by utilizing school assessment data tools...	Amaker, Rendolyn	10/2/2017	Lesson Plans Data reports	6/7/2018 one-time
G2.B1.S1.MA1 M410864	Provide opportunities for staff to discuss effective practices and to problem solve chronic...	Amaker, Rendolyn	10/2/2017	Staff meeting agenda	6/7/2018 one-time
G2.B1.S1.MA1 M410865	To monitor the fidelity of implementation of consistent staff attendance, daily attendance checks...	Amaker, Rendolyn	10/2/2017	Daily attendance sheets	6/7/2018 daily
G2.B3.S1.MA1 M410867	To monitor for fidelity, teachers and administrators will participate in professional development,...	Myers, Sophia	10/2/2017	PLC minutes Traning Sign In Sheets	6/7/2018 one-time
G2.B3.S1.A1 A378946	The implementation of student laptops during the computer lab to ensure the academic development of...	Myers, Sophia	9/28/2017	Progress monitoring of SchoolCity and iReady data	6/7/2018 daily
G1.B4.S2.MA1 M410858	Te effective monitor that parent knowledge of academic strategies increase, the school will utilize...	Myers, Sophia	8/21/2017	Hard Copy of Exit Slips tickets received from parents. Parent Surveys	6/7/2018 one-time
G1.B4.S2.MA1 M410859	Te effective monitor that parent knowledge of academic strategies increase, the school will utilize...	Myers, Sophia	8/21/2017	Hard Copy of Exit Slips tickets received from parents. Parent Surveys	6/7/2018 one-time
G1.B4.S2.MA1 M410860	To monitor for fidelity, teachers will participate in routine visits to the media center with...	Myers, Sophia	8/21/2017	Media schedule Media Checkout records	6/7/2018 one-time
G2.B5.S2.A1 A378950	Teachers will use high quality instructional materials to expose students to on level,...	Smith, Shawana	8/28/2017	FSA Data	6/7/2018 daily
G2.B10.S2.MA1 M410874	Teachers will be asked to self reflect and provide a needs assessment to...	Myers, Sophia	9/5/2017	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.	6/7/2018 weekly
G2.B10.S2.MA1 M410875	Administration and/or coaches will be present at collaborative planning sessions to assist...	Myers, Sophia	9/5/2017	Staff sign in sheets Products created by teachers during collaborative planning session. Assessment reports (monthly, quarterly)	6/7/2018 biweekly
G2.B10.S2.MA3 M410876	Review student work samples and activities quarterly for increased complexity.	Smith, Shawana	9/5/2017	Collect and review student work samples and subject journal notebook entries.	6/7/2018 quarterly
G2.B10.S3.MA1 M410877	Analyze student data outcomes and evaluate the impact of C.A.R.E. model on student achievement.	Myers, Sophia	9/5/2017	Student work samples and student assessment results.	6/7/2018 every-3-weeks
G2.B10.S3.A1 A378953	All instructional staff will participate in grade level data chats.	Smith, Shawana	9/5/2017	PLC minutes, learner data outcomes, PLC feedback forms	6/7/2018 one-time
G2.B11.S4.MA1 M410888	Administration will conduct ongoing progress monitoring during classroom walk through feedback.	Amaker, Rendolyn	9/5/2017	data chats, iobservation and teacher feedback forms	6/7/2018 daily

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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.B10.S5.A1  A378957	Teachers will participate in professional development to learn various ways to infuse Writing in...	Smith, Shawana	9/5/2017	Teacher sign in sheets for professional development Student journal samples to show implementation across the content areas	6/7/2018 monthly
G2.B10.S5.A2  A378958	Teachers will learn about and utilize rubrics to score/evaluate student writing.	Smith, Shawana	9/5/2017	Completed classroom rubrics. Students should be able to explain rubrics when asked.	6/7/2018 monthly
G2.B11.S5.MA1  M410890	BSA I and II Checkpoints Performance Assessments	Amaker, Rendolyn	8/21/2017	BSA I and II data Checkpoint data Performance Assessment grading scales FCAT Science	6/7/2018 biweekly
G2.B11.S5.A1  A378965	Teachers will use Inquiry investigations to engage students in lessons. Teachers will implement...	Myers, Sophia	9/5/2017	Lab reports Science journal entries Science projects Science fair entries	6/7/2018 weekly
G2.B11.S5.A2  A378966	Teachers will conduct bi-weekly Hands-on science experiments.	Myers, Sophia	9/5/2017	Teachers will display selected science projects/experiments	6/7/2018 biweekly
G2.B5.S1.MA1  M410868	Schoolcity and IReady will be use to progress monitor the effectiveness of the program	Amaker, Rendolyn	10/9/2017	Schoolcity and IReady will be use to progress monitor the effectiveness of the program	7/5/2018 weekly
G2.B5.S1.MA1  M410869	Schoolcity and IReady will be use to progress monitor the effectiveness of the program	Amaker, Rendolyn	10/9/2017	Schoolcity and IReady will be use to progress monitor the effectiveness of the program	7/5/2018 weekly
G2.B5.S1.A1  A378949	Extended Day Opportunities to target students in need of enrichment and remediation.	Myers, Sophia	10/2/2017	ELO will be progressed monitored utilizing SchoolCity.	7/5/2018 weekly
G2.B10.S2.A1  A378952	Teachers will participate in Professional learning communities that focus of Webb's Depth of...	Myers, Sophia	10/20/2017	Classroom Observations Lesson Plans Collaborative Planning Sessions minutes Professional Development records Student portfolios	7/6/2018 biweekly
G2.B10.S3.MA1  M410878	Ensure that professional learning strategies are implemented throughout all content levels with...	Myers, Sophia	9/5/2017	Classroom walk through forms and iobservations. Instructional coaches will note in their visitation logs.	9/6/2018 biweekly

V. Professional Development Opportunities

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

G2. If teachers implement a Balanced Literacy Model with fidelity, then student proficiency will increase across all content areas.

G2.B3 Limited exposure and utilization of the most updated 21st century technology by students and teachers

G2.B3.S1 Students and teachers will utilize 21st century technology tools to increase academic achievement in all content areas.

PD Opportunity 1

Administrators and teachers will be trained in educational programs. Administrators and teachers will use and be exposed to 21st century technology.

Facilitator

District Canvas Trainers

Participants

Administrators and Teachers

Schedule

On 6/6/2018

G2.B5 Limited exposure to grade level work resulting in students being unable to perform on grade level assessments

G2.B5.S2 To expose students to on level and standards-based instructional practices and high quality instructional materials to ensure academic increase in all content areas.

PD Opportunity 1

Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.

Facilitator

Shawana Smith, Vetia Josephs, Stephanie Wallace, Gia Jeff

Participants

Instructional Personnel

Schedule

Daily, from 8/28/2017 to 6/7/2018

G2.B5.S3 Teachers will participate in professional learning communities that increase authentic lesson development.

PD Opportunity 1

PLC

Facilitator

Administration and Instructional Coaches

Participants

Teachers and Support Staff

Schedule

Biweekly, from 10/20/2017 to 6/6/2018

G2.B10 Integration of Literacy through all content areas

G2.B10.S2 Teachers will participate in on-going professional learning opportunities that will focus on Depth of Knowledge.

PD Opportunity 1

Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.

Facilitator

Administration Instructional Coaches

Participants

Administration Instructional Coaches Teachers

Schedule

Biweekly, from 10/20/2017 to 7/6/2018

G2.B10.S5 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 9/5/2017 to 6/7/2018

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 9/5/2017 to 6/7/2018

G2.B11 Teachers lack knowledge on how to effectively implement instructional strategies to encourage student participation.

G2.B11.S3 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 9/5/2017 to 5/25/2018

G2.B11.S5 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 Teachers and Administration

Participants

Teachers

Schedule

Weekly, from 9/5/2017 to 6/7/2018

VI. Technical Assistance Items

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

G2. If teachers implement a Balanced Literacy Model with fidelity, then student proficiency will increase across all content areas.

G2.B11 Teachers lack knowledge on how to effectively implement instructional strategies to encourage student participation.

G2.B11.S1 During Collaborative hour meetings, teachers will research and design lessons with DOK level 3 & 4 activities in all subject areas.

TA 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 9/5/2016 to 6/5/2017

G2.B11.S5 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

Rendolyn Amaker

Participants

Science Teachers

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

VII. Budget

1	G1.B4.S1.A1	Plan and invite parents to attend a Curriculum Night featuring make and take activities and other resources for parents.	\$0.00
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2	G1.B4.S2.A1	To create a nurturing literacy-rich environment students will be provided appropriate leveled books to build a home library and promote a love of reading.				\$15,009.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$15,009.00
			<i>Notes: Order appropriate leveled books to encourage literacy at home and provide students with a home library.</i>			
3	G1.B4.S3.A1	Prepare and assist students with Science Fair projects for display during Family Science Night and for entry into the Science Fair Competition.				\$0.00
4	G2.B1.S1.A1	Build a culture of attendance through an Incentive pay plan based on faculty and staff attendance of 95% of the time based on bargaining unit calendar				\$32,198.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1191 - North Fork Elementary School	UniSIG		\$26,639.00
			<i>Notes: Incentive pay based on teacher attendance to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students academic success. Teachers who are present in school 95% of the time based on bargaining unit's calendar will receive incentive pay.</i>			
	7300	110-Administrators	1191 - North Fork Elementary School	UniSIG		\$2,737.00
			<i>Notes: Incentive pay based on teacher attendance to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students academic success. Teachers who are present in school 95% of the time based on bargaining unit's calendar will receive incentive pay.</i>			
	7300	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$208.00
			<i>Notes: Fringe Benefits for Incentive Pay - Social Security @ 7.6%</i>			
	7300	240-Workers Compensation	1191 - North Fork Elementary School	UniSIG		\$49.00
			<i>Notes: Fringe Benefits for Incentive Pay - Workers Compensation @ 1.8%</i>			
	7300	250-Unemployment Compensation	1191 - North Fork Elementary School	UniSIG		\$6.00
			<i>Notes: Fringe Benefits for Incentive Pay - Unemployment @ .2%</i>			
	5100	240-Workers Compensation	1191 - North Fork Elementary School	UniSIG		\$480.00
			<i>Notes: Fringe Benefits for Incentive Pay - Workers Compensation @ 1.8%</i>			
	5100	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$2,025.00
			<i>Notes: Fringe Benefits for Incentive Pay - Social Security @ 7.6%</i>			
	5100	250-Unemployment Compensation	1191 - North Fork Elementary School	UniSIG		\$54.00
			<i>Notes: Fringe Benefits for Incentive Pay - Unemployment @ .2%</i>			

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5	G2.B10.S2.A1	Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.				\$12,604.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1191 - North Fork Elementary School	UniSIG		\$11,500.00
			<i>Notes: Professional Learning Communities during after school hours and Saturday training for teachers in integrating Depth of Knowledge into Standards based instruction; Vocabulary.com; Identifying critical content; recording and representing knowledge</i>			
	6400	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$874.00
			<i>Notes: Fringe Benefits for professional learning FICA @ 7.6%</i>			
	6400	240-Workers Compensation	1191 - North Fork Elementary School	UniSIG		\$207.00
			<i>Notes: Fringe Benefits for professional learning Workman's Compensation @ 1.8%</i>			
	6400	250-Unemployment Compensation	1191 - North Fork Elementary School	UniSIG		\$23.00
			<i>Notes: Fringe Benefits for professional learning Unemployment Compensation @ .2%</i>			
6	G2.B10.S3.A1	All instructional staff will participate in grade level data chats.				\$0.00
7	G2.B10.S3.A2	Administration will check lesson plans to check for reteaching entries.				\$0.00
8	G2.B10.S3.A3	Teachers will submit Data from Reading, Math and Intervention hour assessments to administration.				\$0.00
9	G2.B10.S4.A1	Student incentives will provide external motivation for students to achieve academic success				\$0.00
10	G2.B10.S5.A1	Teachers will participate in professional development to learn various ways to infuse Writing in each content area.				\$0.00
11	G2.B10.S5.A2	Teachers will learn about and utilize rubrics to score/evaluate student writing.				\$0.00
12	G2.B11.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
13	G2.B11.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
14	G2.B11.S3.A1	Teachers will create math Goals for All Students and track student progress on Math Data sheets.				\$0.00
15	G2.B11.S3.A2	Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$2,600.00

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						<i>Notes: Purchase of Calendar Math Kits 8 Kits @ \$317 each</i>
16	G2.B11.S4.A1	Teachers will meet with instructional coaches to front-load standard focus and develop lessons that engage students.				\$0.00
17	G2.B11.S5.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				\$0.00
18	G2.B11.S5.A2	Teachers will conduct bi-weekly Hands-on science experiments.				\$0.00
19	G2.B11.S6.A1	Incorporation of Science Journal Notebooks will be utilized in all classrooms to provide a rigorous and inquiry-based learning process for students in order to increase student achievement.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$1,000.00
						<i>Notes: Purchase of Science Journals- Composition Notebooks for students in grades K-5.</i>
20	G2.B3.S1.A1	The implementation of student laptops during the computer lab to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.				\$40,325.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1191 - North Fork Elementary School	UniSIG		\$28,000.00
						<i>Notes: 117 Student Laptops @ \$239.00 each (including accessories)</i>
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$2,227.00
						<i>Notes: 1 AmpliVox SW 800: Titan Wireless Portable PA System @ \$2,217.00 each 200 Student headphones @ \$10 each</i>
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1191 - North Fork Elementary School	UniSIG		\$10,098.00
						<i>Notes: 2 Recordex @ \$5,049.00 each (includes accessories)</i>
21	G2.B3.S1.A2	The implementation of laptops during instructional time to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.				\$24,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1191 - North Fork Elementary School	UniSIG		\$24,500.00
						<i>Notes: Laptops for teachers and Administrators Lenovo ThinkPad Yoga 260 i3 Total Laptops 28 @ \$874.00 each (including accessories)</i>

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22	G2.B3.S1.A3	Administrators and teachers will be trained in educational programs. Administrators and teachers will use and be exposed to 21st century technology.				\$0.00
23	G2.B5.S1.A1	Extended Day Opportunities to target students in need of enrichment and remediation.				\$37,264.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1191 - North Fork Elementary School	UniSIG		\$34,000.00
			<i>Notes: Extended Day Opportunities (salaries) Before, During, After school, Saturdays and four (4) weeks during the Summer for grades 3rd, 4th, and 5th grades in Reading, Math and Science.</i>			
	5100	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$2,584.00
			<i>Notes: Fringe Benefits FICA @ 7.6%</i>			
	5100	240-Workers Compensation	1191 - North Fork Elementary School	UniSIG		\$612.00
			<i>Notes: Fringe Benefits Workman's Compensation @ 1.8%</i>			
	5100	250-Unemployment Compensation	1191 - North Fork Elementary School	UniSIG		\$68.00
			<i>Notes: Fringe Benefits Unemployment @ .2%</i>			
24	G2.B5.S2.A1	Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$10,000.00
			<i>Notes: Purchasing of Florida Standard aligned materials: Ready, Standards Plus, CARS, STARS, CAMS, STAMS</i>			
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$5,000.00
			<i>Notes: Purchasing of Elements of Reading: Vocabulary and Wilson Foundations</i>			
25	G2.B5.S3.A1	PLC				\$0.00
					Total:	\$180,500.00