North Fork Elementary School

2021-22 Schoolwide Improvement Plan

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North Fork Elementary School

101 NW 15TH AVE, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Gretchen Atkins Brown   Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (42%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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North Fork Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Inspire our community of learners to be responsible, respectful and innovative thinkers.

Provide the school's vision statement.

North Fork Elementary is committed to fostering a nurturing environment that encourages all students to learn, succeed and positively impact the world.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Robinson, Lavina	Principal	The principal in accordance with the school mission and vision will provide and enhance organizational, professional, and ethical leadership: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that exercise proactive leadership in promoting the vision and mission of the District and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their

Name	Position Title	Job Duties and Responsibilities

parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that support a learning organization focused on school success.

15. Utilize processes to empower others and distribute leadership when appropriate.

16. Manage the school, operations, and facilities in ways that maximize the use of
resources to promote a safe, efficient, legal, and effective learning environment.

17. Lead and manage organizational processes for school operations including, but not
limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial
reporting, and maintenance of the physical plant.

18. Employ an improvement cycle for operational problems that analyzes results,
identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district assets, equipment,
inventory, property leasing, and rental of School Board property.

21. Develop and manage processes for using appropriate oral, written, and electronic
communication and collaboration skills with all stakeholders to accomplish school and
District goals.

22. Maintain high visibility at school and in the community.

23. Cultivate, support, and develop others within the school.

24. Serve as a coach/mentor to assistant principals or others who are preparing for School
Principal certification and/or are aspiring to leadership roles in the district.

25. Provide recognition and celebration for student, staff, and school accomplishments.

26. Establish open lines of communication and processes to determine stakeholder needs,
level of satisfaction, and respond to/resolve valid stakeholder concerns.

27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.

28. Interact with government and service agencies relative to student welfare.

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the
Principles of Professional Practice.

30. Demonstrate effective or above performance on the Florida School Leaders
Proficiency Indicators while performing all duties required by the district job

Name	Position Title	Job Duties and Responsibilities
		description. 31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Phillips, Remona	Other	1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. 2. Coordinate required ESE meetings. 3.Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. 4 Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. 5 Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. 6 Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. 7 Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. 8 Assist in identifying, reporting and correcting IDEA compliance concerns

Name	Position Title	Job Duties and Responsibilities
		identified internally. 9 Shall report all compliance concerns directly to the school-based leadership. 10 Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. 11. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. 12. Utilize the electronic management system to generate IEP documents. 13. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. 14. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. 15. Review current developments, literature and technical sources of information related to job responsibilities. 16. Ensure adherence to safety rules and procedures. 17.Follow federal and state, as well as School Board policies. 18. Perform other duties as assigned by the school principal.
McKinney, Meredith	Reading Coach	The Literacy Instructional Coach provides instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential. The Literacy Instructional Coach's primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to teachers and the leadership team, the Literacy Instructional Coach is responsible for four main areas: 1. Observing instructional delivery and providing feedback to enhance and support the development of each teacher's content area 2. Supporting teachers in the design of units and lessons for the development of their year-long curriculum, 3. Analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and working with the academic staff grade level chairs, assistant principals, principals) in the school to support sharing of best practices. 4. The Literacy Instructional Coach must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve ELA instruction, student learning and foster teacher development. (This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide

Name	Position Title	Job Duties and Responsibilities
		policies and procedures, and facilitating professional development).
Mocombe, Tiara	SAC Member	Student Advisory Council is a representative body of students from all programs within the School who are convened on a regular basis to provide student suggestions ,reactions, insights, and opinions concerning school-wide initiatives currently in place and should be or are be in place or are being considered by administrative, academic, and service units within the School. 1) Make suggestions about new initiatives that should be considered by the administrative, academic, and service units within the School. 2) Provide student perspectives on issues and activities under consideration by the administrative, academic, and service units within the School. 3) Review for and comment on the student impact of current or proposed policy and procedures forwarded to the Council. 4) Gather wider student response when requested by the administrative, academic, or service units of the School. 5) Serve as student representatives on relevant program advisory councils, if established.
Butler, Spencer	SAC Member	Student Advisory Council is a representative body of students from all programs within the School who are convened on a regular basis to provide student suggestions, reactions, insights, and opinions concerning school-wide initiatives currently in place and should be or are be in place or are being considered by administrative, academic, and service units within the School. 1) Make suggestions about new initiatives that should be considered by the administrative, academic, and service units within the School. 2) Provide student perspectives on issues and activities under consideration by the administrative, academic, and service units within the School. 3) Review for and comment on the student impact of current or proposed policy and procedures forwarded to the Council. 4) Gather wider student response when requested by the administrative, academic, or service units of the School. 5) Serve as student representatives on relevant program advisory councils, if established

Name	Position Title	Job Duties and Responsibilities
Campo, Theodore	Instructional Coach	-Collaborate Instructional Team to plan and deliver pre-service summer professional for new and returning staff members aligned to high priority initiatives and outcomes in the area of mathematics. - Support the development of high quality/effective math instruction in all schools; observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. - Work with math cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year and end of year common assessments for each grade level. -Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. -Help teacher teams develop both school wide and classroom intervention plans. -Work school administrators to develop policies and school structures that facilitate the improvement of math instruction and the appropriate interventions and supports for students. -Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.

Demographic Information

Principal start date
Monday 7/1/2019, Gretchen Atkins Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
25

Total number of students enrolled at the school
411

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	60	46	51	68	54	0	0	0	0	0	0	0	338
Attendance below 90 percent	56	36	49	62	57	0	0	0	0	0	0	0	0	260
One or more suspensions	0	0	1	1	5	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	28	31	38	0	0	0	0	0	0	0	97
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	64	32	0	0	0	0	0	0	0	124
Number of students with a substantial reading deficiency	0	4	4	8	11	6	0	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	3	9	19	27	0	0	0	0	0	0	0	63

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated
Friday 9/10/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	59	60	46	51	68	84	0	0	0	0	0	0	0	368
Attendance below 90 percent	56	36	49	39	62	57	0	0	0	0	0	0	0	299
One or more suspensions	0	0	1	1	5	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	18	23	30	0	0	0	0	0	0	0	71
Course failure in Math	0	0	0	18	23	30	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	2	8	3	0	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	59%	57%	32%	56%	56%
ELA Learning Gains				45%	60%	58%	53%	57%	55%
ELA Lowest 25th Percentile				50%	54%	53%	53%	51%	48%
Math Achievement				46%	65%	63%	40%	62%	62%
Math Learning Gains				57%	66%	62%	51%	60%	59%
Math Lowest 25th Percentile				42%	53%	51%	30%	47%	47%
Science Achievement				45%	46%	53%	37%	49%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	18%	60%	-42%	58%	-40%
Cohort Comparison						
04	2021					
	2019	35%	62%	-27%	58%	-23%
Cohort Comparison		-18%				
05	2021					
	2019	31%	59%	-28%	56%	-25%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	65%	-28%	62%	-25%
Cohort Comparison						
04	2021					
	2019	51%	67%	-16%	64%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-37%				
05	2021					
	2019	39%	64%	-25%	60%	-21%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	49%	-10%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The tool that we used to compile the data below is i-Ready Diagnostic 1

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.9	16.7	31.0
	Economically Disadvantaged	50	50	50
	Students With Disabilities	6	6	6
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.5	2.2	11.4
	Economically Disadvantaged	50	50	50
	Students With Disabilities	6	6	6
	English Language Learners	2	2	2

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.1	20.0	30.4
	Economically Disadvantaged	58	58	58
	Students With Disabilities	8	8	8
	English Language Learners	3	3	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.0	16.7	23.3
	Economically Disadvantaged	58	58	58
	Students With Disabilities	8	8	8
	English Language Learners	3	3	3

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.7	20.0	34.0
	Economically Disadvantaged	60	60	60
	Students With Disabilities	6	6	6
	English Language Learners	3	3	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.1	16.3	17.4
	Economically Disadvantaged	60	60	60
	Students With Disabilities	6	6	6
	English Language Learners	3	3	3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12.2	14.1	12.2
	Economically Disadvantaged	91	91	91
	Students With Disabilities	10	10	10
	English Language Learners	10	10	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4.5	13.3	13.6
	Economically Disadvantaged	91	91	91
	Students With Disabilities	10	10	10
	English Language Learners	10	10	10

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.0	21.6	24.1
	Economically Disadvantaged	64	64	64
	Students With Disabilities	12	12	12
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1.9	11.1	27.8
	Economically Disadvantaged	64	64	64
	Students With Disabilities	12	12	12
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged	64	64	64
	Students With Disabilities	12	12	12
	English Language Learners	2	2	2

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD		55		4							
ELL	13			6							
BLK	13	46	54	7	13		19				
HSP	30										
FRL	13	48	57	8	14		19				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	43	58	25	35	45					
ELL		50			80						
BLK	31	46	50	46	56	42	47				
FRL	30	45	52	46	57	42	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	50		20	40						
ELL	29	60		29	20						
BLK	33	51	48	39	52	32	38				
FRL	32	53	53	40	51	30	37				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	209
Total Components for the Federal Index	8
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Grade level trends: Deficiencies in ELA and Math. Reading Fluency and math fact fluency are systemic trends that we are working to correct.
Subgroup trends: Deficiencies in ELA and Math. Reading Fluency and math fact fluency are systemic trends that we are working to correct.
ELA content area trends: In 3rd grade the trend shows Integration of Knowledge and Ideas as the FSA content area with the greatest deficiency. This holds true for 4th and 5th grade plus evident trend deficiency in Text-based Writing.
Math content area trends: In 3rd grade the trend shows Numbers and Operations-Fraction as the FSA content with the greatest deficiency. In 4th and 5th grade this trend shifts to Operations and Algebraic Thinking.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA: Based on 2019 state assessment, Common Formative Assessments and through progress monitoring, Vocabulary is the data component that demonstrates the greatest need for improvement. This is followed by comprehension (literature and informational text).
MATH: Based on 2019 state assessment, Common Formative Assessments and through progress monitoring, Number and Operations is the data component that demonstrates the greatest need for improvement. This is followed by Algebraic Thinking.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA: The contributing factors for the greatest deficiency in Vocabulary are: students not understanding the content based vocabulary and lack of exposure to a variety of text. Our new action to address this is the implementation of school-wide vocabulary and reading intervention.
MATH: The contributing factor for the greatest deficiency in Numbers and Operations is that students are not fluent with addition, subtraction and multiplication facts. Our new action to address this is strategic math support and school wide implementation of a technology-based fluency program.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off of progress monitoring and the 2019 state assessments, Language and Grammar showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Started in 2019, North Fork provided Bi- weekly professional learning community (PLC) to help teachers learn and implement effective instructional strategies. These research-based strategies were taken from Teach Like A Champion and are proven to help teachers improve student achievement.

What strategies will need to be implemented in order to accelerate learning?

In addition to bi-weekly PLC on research-based effective classroom instructional strategies, North Fork will also implement peer coaching, modeled instructions, academic support teacher in 3rd, 4th and 5th grade; and hands - standards-based practice.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

North Fork Elementary will continue to provide PLCs with a focus on effective instructional classroom strategies taken from Teach Like A Champion 2.0. Professional Development on Teach Like A Champion 3.0 will also be provided. Specific to Math, professional development on the effective use of productive struggle problem will be provided in addition to effective use of math journal. In science, professional development on the effective use of science journal will be provided.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning and data chats will be conducted on a weekly basis as well as after each common formative assessment to assist teacher in the proper interpretation of student assessment data and the realignment of instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	For the 2021-2022 school year, North Fork Elementary will focus on reading proficiency for students in grades 3rd- 5th. Based on Common Formative Assessments (CFA), students show the greatest deficiencies in vocabulary and comprehension (literature & informational text). These deficiencies contribute to the low level of reading proficiency. Students are not able to apply reading skills to other content areas. Based on the school's data, 86% of students in grades 3-5 are performing below grade level. North Fork's ELA goals for the 2021-2022 school year are: 30% proficiency, 48% learning gains and 57% lowest quartile as measured by the 2022 Florida Standard Assessment (FSA).
Measurable Outcome:	By the end of May 2022, Students in grades 3-5 will show an increase in reading proficiency to 30% and an increase in learning gains to 48%, lowest quartile will increase to 57% as measured by the 2022 Florida Standards Assessment (FSA).
Monitoring:	Student outcomes will be monitored through the use of i-Ready programs, School City assessments, monthly standard-base checkpoints. Data chats (leadership/teacher & teacher/student) will be conducted after each of these assessment.
Person responsible for monitoring outcome:	Meredith McKinney (meredith.mckinney@browardschools.com)
Evidence-based Strategy:	North Fork will provide bi-weekly professional learning community (PLC) to help teachers to implement effective strategies in the classroom. With the Training Model implemented at this site, the school will provide a variety of research-based strategies to help teachers improve instructional delivery, thereby increasing student achievement. The strategies are: peer coaching, modeled instructions, academic support teacher in 3rd, 4th and 5th grade; and hands - practice. In addition, teachers will use instructional materials to expose students to on-level standard based instructions.
Rationale for Evidence-based Strategy:	These strategies are implemented to provide teachers with ongoing support when they are provided with new initiatives to promote the school mission and vision. Moreover, student assessments are based on grade level standards. Therefore, having exposure and continuous standard review and common formative assessment will help increase student proficiency.

Action Steps to Implement

1. Reading Professional Learning Community
2. Reading Intervention (school-wide)
3.Vertical Planning
4. Peer Coaching
5. Data Chats

Person Responsible Meredith McKinney (meredith.mckinney@browardschools.com)

#2. Other specifically relating to Math Proficiency	
Area of Focus Description and Rationale:	For the 2021-2022 school year, North Fork Elementary will focus on mathematics proficiency for students in grades 3rd- 5th. Based on Common Formative Assessment (CFA) data, students show the greatest deficiencies in numbers and operations and algebraic thinking. These deficiencies contribute to the low level of mathematics proficiency. Based on the school's data, 92% of students in grades 3-5 are performing below grade level. North Fork's Mathematics goals for the 2021-2022 school year are: 40% proficiency, 47% learning gains and 42% lowest quartile as measured by the 2022 Florida Standard Assessment (FSA).
Measurable Outcome:	By the end of May 2022, Students in grades 3-5 will show an increase in mathematics proficiency to 40% and an increase in learning gains to 47%, lowest quartile will increase to 42% as measured by the 2022 Florida Standards Assessment (FSA).
Monitoring:	Student outcomes will be monitored through the use of i-Ready programs, School City assessments, monthly standard-base checkpoints. Data chats (leadership/teacher & teacher/student) will be conducted after each of these assessment.
Person responsible for monitoring outcome:	Theodore Campo (theodore.campo@browardschools.com)
Evidence-based Strategy:	North Fork will provide bi- weekly professional learning community (PLC) to help teachers to implement effective strategies in the classroom. With the Training Model implemented at this site, the school will provide a variety of research-based strategies to help teachers improve instructional delivery, thereby improving student achievement. The strategies are: peer coaching, modeled instructions, academic support teacher in 3rd, 4th and 5th grade; and hands - practice. In addition, teachers will use instructional materials to expose students to on-level standard based instructions.
Rationale for Evidence-based Strategy:	This strategies are implemented to provide teachers with ongoing support when they are provided with new initiatives to promote the school mission and vision. Moreover, student assessments are based on grade level standard. Therefore, having exposure and continuous standard review and common formative assessment will help increase student proficiency.

Action Steps to Implement

1. Math Professional Learning Community
2. Vertical Planning
3. Peer Coaching
4. Data Chats

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	For the 2021-2022 school year, North Fork Elementary will focus on reading proficiency for students with disabilities in grades 3rd- 5th. Based on the school's data for grades 3-5, North Fork's overall ESSA Federal Index is 36% of students with disabilities. North Fork's goal is to show an increase from 36% to 41% or higher measured by the 2022 FSA Assessment & the ESSA Federal Index.
Measurable Outcome:	By Spring 2022, North Fork Elementary ESSA (SWD) subgroup will increase to 41 percent or higher as measured by the ESSA Federal Index.
Monitoring:	Student outcomes will be monitored through the use of i-Ready programs, School City assessments, monthly standard-base checkpoints. Data chats (leadership/teacher & teacher/student) will be conducted after each of these assessment.
Person responsible for monitoring outcome:	Remona Phillips (remona.phillips@browardschools.com)
Evidence-based Strategy:	Small group instruction; push-in and pull-out groups based on data
Rationale for Evidence-based Strategy:	Based on student academic data and IEP goals.

Action Steps to Implement

Review IEP's and achievement data

Person Responsible	Remona Phillips (remona.phillips@browardschools.com)

Provide targeted instruction

Person Responsible	Sophia Myers (sophia.myers@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing the discipline data for North Fork Elementary on SafeSchoolsforAlex.org, primary and secondary areas of concerns were identified. The primary area of disciplinary concern is Violent Incidents. This area has significantly decreased from 84 incidents in 2018-2019 to 31 incidents in 2019-2020. Although this is a substantial decrease, there is still room to further decrease this type of incident. A secondary area of concern is the number of internal suspensions which show an increase from 13 internal suspensions in 2018-2019 to 20 internal suspensions in 2019-2020.

With a focus on teaching the expectations, North Fork Elementary has developed a School-wide Positive Behavior Plan that will foster a positive school culture. As a school, we build positive school culture and environment by greeting students, staff, and parents each day. We have created a hand signal of compliance. This is used primarily when a speaker needs to share information and it shows respect to all. Our halls and classrooms are clean and inviting and students see the adults show each other kindness and respect.

Behavior expectation assemblies and virtual presentations are two ways we teach and reiterate our school-wide expectations to all of our students. Our School Counselor will also conduct class and small group counseling session with a focus on conflict resolution, kindness and respect. Teachers have been trained on the Response To Intervention (RtI) process and students will be supported through the RtI process as needed. We are also working to increase student achievement through focus and strategic planning. Helping students to maintain an academic focus and giving them some autonomy in their own learning will also promote a positive school culture. Our leadership team will review discipline data monthly and engage families in the development of individual behavior plans as needed. North Fork Elementary has the lowest number of Property Incidents in our district, we will also work to maintain this ranking.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

North Fork Elementary builds positive school culture and environment by greeting students, staff, and parents each day. Creating hand signals for like our Manatee 1 signal, that usher students to put their hands up with their index finger upon hearing the call. This is when a speaker needs to share information

and it shows respect to all. Our halls and classrooms are clean and inviting and students see the adults show each other kindness and respect. Last year school year 20-21, our school took a student Social Emotional Learning Survey that helped us hone-in on the social and emotional learning skills our students already demonstrate. This school year, we are striving for at least 95% of our 3rd-5th graders to take the survey so that we can begin planning small groups, evidence-based guidance lessons, and school wide implementation of SEL. Our SEL team this year consists of students as we move forward in giving students and voice and promoting leadership roles for students throughout the campus. Students are often heard on the morning announcements and are recognized for their accomplishments.

Staff members are also recognized for going above and beyond the call of duty and are given shout outs in our staff newsletter. Parents are invited to volunteer, participate in many of our school wide events and are treated with kindness and respect. We have partnered with outside organizations such as the Lion's Club, who have donated hundreds of book bags and schools supplies to our students and families. Partnerships continue with the Jeff Bezos Foundation for restructuring and beautifying our campus to meet the needs of more students.

We hold SAC meetings, Open houses, and special nights that highlight each Content Area such as Reading Night and Math night and are looking forward to these upcoming events. These help parents get involved and build school community. Students also benefit from these extra -curricular opportunities as they see their teachers and other staff members in various modes, and we all get to learn more about each other.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

There are several stakeholders that play a part in promoting a positive culture and environment at the school. Administrators, teachers, parents, students, security staff, and community partners. Each bring a centered piece to the school community. Our administrators work to ensure the day to day operations of the school run smoothly. Our teachers share the standards and curriculum with the students and work to help it connect to real life. Our parents and students are our customers. We provide a service to them, helping them become stronger and better citizens through nurture, care, education, and collaboration. Our security staff ensure the campus is safe, thus helping students, staff and parents feel safe. Our community partners work to fill the needs of our school through hospitality and benevolence. Together we are the stakeholders at North Fork Elementary.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$7,435.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	1191 - North Fork Elementary School	School Improvement Funds		$7,435.00
			Notes: Wordly Wise vocabulary program; Ready LAFS books; Teach Like a Campion materials; Fundations			
2	III.A.	Areas of Focus: Other: Math Proficiency				$4,240.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	1191 - North Fork Elementary School	Title, I Part A		$2,240.00

			Notes: Ready MAFS resources;			
	5000	519-Technology-Related Supplies	1191 - North Fork Elementary School	Title, I Part A		$2,000.00
			Notes: Legends of Learning site license			
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	1191 - North Fork Elementary School	Title, I Part A		$0.00
			Notes: Same as ELA and Math; Ready MAFS, Ready LAFS, Teach Like a Champion materials; Worldy Wise, Legends of Learning and Fundations.			
					Total:	**$11,675.00**