

2013-2014 SCHOOL IMPROVEMENT PLAN

North Fork Elementary School
101 NW 15TH AVE
Fort Lauderdale, FL 33311
754-322-7350

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C	2009-10 D
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	24
Goals Summary	28
Goals Detail	28
Action Plan for Improvement	34
Part III: Coordination and Integration	45
Appendix 1: Professional Development Plan to Support Goals	46
Appendix 2: Budget to Support Goals	50

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

North Fork Elementary School

Principal

Rendolyn Amaker

School Advisory Council chair

Emily Henry

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Rendolyn Amaker	Principal
Sophia Myers	Assistant Principal
Lacresha Cooper	Guidance Counselor
Stephanie Wallace	Reading Resource Specialist
Vetia Josephs	Math Coach
Tonya Brown	Curriculum Specialist
Elisa Paniagua	Science Coach
Emily Henry	Writing Coach
Yolanda Francis	ESE Specialist
Erica Biddings	Behaviorial Specialist
Mary Lou Soucy	Magnet Coordinator
Jeffro Sutherland	Kindergarten Team Leader
Natacha Alabre	First Grade Team Leader
Marcia Lubin	Second Grade Team Leader
Tiara Mocombe	Third Grade Team Leader
Lauren Morris	Fourth Grade Team Leader
Shawana Smith	Fifth Grade Team Leader

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the School Advisory Council members are not employed by the school district. These specific members are parents and local community members. The parents and community members also represent the gifted and ESE students. One of the parents also serves as our I-Zone representative and SAF designee. The remainder of SAC is comprised of school board employees that include the principal, SAC chair, BTU steward, SAC secretary, Pre-K representative, and a non-instructional staff member.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC, along with the instructional staff, will meet monthly to review and measure progress towards the SIP goals. In addition, they will review the strategies being implement to reach the academic goals at North Fork and aid in the revision of goals/strategies as needed. SAC will also make decisions concerning the allocation of funds.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Rendolyn Amaker

Principal

Years as Administrator: 15

Years at Current School: 7

Credentials

Degrees: Bachelor of Arts - English; Master of Science - English Education

Certifications - School Principal; English 6-12

Endorsements- ESOL; Middle Grades

Performance Record

2012 - 2013

School Grade: D - 425 Points

Reading Proficiency - 31%

Math Proficiency - 35%

Writing Proficiency - 51%

Science Proficiency - 56%

Reading Learning Gains - 62%

Math Learning Gains - 70%

Adequate Progress of lowest 25% Reading - 63%

Adequate Progress of lowest 25% Math - 57%

AMO Reading - 31%

AMO Math - 35%

2011 - 2012

School Grade: C - 443 Points

Reading Proficiency - 25%

Math Proficiency - 27%

Writing Proficiency - 83%

Science Proficiency - 21%

Reading Learning Gains - 68%

Math Learning Gains - 60%

Adequate Progress of lowest 25% Reading - 68%

Adequate Progress of lowest 25% Math - 60%

AMO Reading - 25%

AMO Math - 27%

2010 - 2011

School Grade: C - 473 Points

Reading Proficiency - 47%

Math Proficiency - 60%

Writing Proficiency - 85%

Science Proficiency - 30%

Reading Learning Gains 57%

Math Learning Gains - 67%

Adequate Progress of lowest 25% Reading - 50%

Adequate Progress of lowest 25% Math - 77%

AMO Reading - 47%

AMO Math - 60%

2009 - 2010

School Grade: D - 397 Points

Reading Proficiency - 47%

Math Proficiency - 45%

Writing Proficiency - 78%

Science Proficiency - 29%

Reading Learning Gains - 49%

Math Learning Gains - 53%
Adequate Progress of lowest 25% Reading - 43%
Adequate Progress of lowest 25% Math - 53%
2008 - 2009
School Grade: D - 434 Points
Reading Proficiency - 51%
Math Proficiency - 53%
Writing Proficiency - 86%
Science Proficiency - 29%
Reading Learning Gains - 57%
Math Learning Gains - 54%
Adequate Progress of lowest 25% Reading - 39%
Adequate Progress of lowest 25% Math - 65%
2007 - 2008
School Grade: C - 458 Points
Reading Proficiency - 44%
Math Proficiency - 51%
Writing Proficiency - 97%
Science Proficiency - 22%
Reading Learning Gains - 61%
Math Learning Gains - 59%
Adequate Progress of lowest 25% Reading - 61%
Adequate Progress of lowest 25% Math - 63%

Sophia Myers

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Degrees: Masters of Science-Educational Leadership; Bachelor of Science-Elementary Education
 Certifications: Educational Leadership; Elementary Education
 Endorsements: ESOL

Performance Record

2012 - 2013
 School Grade: D - 425 Points
 Reading Proficiency - 31%
 Math Proficiency - 35%
 Writing Proficiency - 51%
 Science Proficiency - 56%
 Reading Learning Gains - 62%
 Math Learning Gains - 70%
 Adequate Progress of lowest 25% Reading - 63%
 Adequate Progress of lowest 25% Math - 57%
 AMO Reading - 31%
 AMO Math - 35%
 Math Coach –Dillard Elementary
 2011 - 2012
 School Grade: C – 408 pts.
 Reading Proficiency - 28%
 Math Proficiency -32%,
 Writing Proficiency -81%,
 Science Proficiency -22%
 Office of Strategic Accountability - Math Coordinator
 2011 – 2010
 Provided mentoring, modeling and support to SIG Bottom 100 schools in Broward County.
 All SIG/Bottom 100 schools made significant gains in Mathematics.
 District Accountability Coach in the area of Math
 2010-2009
 Average scores increased by 5% in level 2 and higher
 Gains among 70% of schools serviced
 2008-2009
 Worked as a District content coach where average gains were made at all schools

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Emily Henry		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Degrees: Masters of Science-Elementary Education; Bachelors of Science-Business Administration Certification: Elementary Education (K-6) Endorsement(s): ESOL	
Performance Record	2012 - 2013 School Grade: D - 425 Points Reading Proficiency - 31% Math Proficiency -35% Writing Proficiency - 51% Science Proficiency - 56% Reading Learning Gains - 62% Math Learning Gains - 70% Adequate Progress of lowest 25% Reading - 63% Adequate Progress of lowest 25% Math - 57% AMO Reading - 31% AMO Math - 35% 2011 - 2012 School Grade: C - 443 Points Reading Proficiency - 25% Math Proficiency - 27% Writing Proficiency - 83% Science Proficiency - 21% Reading Learning Gains - 68% Math Learning Gains - 60% Adequate Progress of lowest 25% Reading - 68% Adequate Progress of lowest 25% Math - 60% AMO Reading - 25% AMO Math - 27% 2010 - 2011 School Grade: C - 473 Points Reading Proficiency - 47% Math Proficiency - 60% Writing Proficiency - 85% Science Proficiency - 30% Reading Learning Gains 57% Math Learning Gains - 67% Adequate Progress of lowest 25% Reading - 50% Adequate Progress of lowest 25% Math - 77% AMO Reading - 47% AMO Math - 60% 2009 - 2010 School Grade: D - 397 Points Reading Proficiency - 47% Math Proficiency - 45% Writing Proficiency - 78% Science Proficiency - 29%	

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School Grade: C - 458 Points
Reading Proficiency - 44%
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Writing Proficiency - 97%
Science Proficiency - 22%
Reading Learning Gains - 61%
Math Learning Gains - 59%
Adequate Progress of lowest 25% Reading - 61%
Adequate Progress of lowest 25% Math - 63%

Stephanie Wallace		
Full-time / School-based	Years as Coach: 6	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Degrees: Bachelor of Science-Elementary Education Certifications: Elementary Education (K-6) Endorsements: Reading; ESOL	
Performance Record	2012 - 2013 School Grade: D - 425 Points Reading Proficiency - 31% Math Proficiency -35% Writing Proficiency - 51% Science Proficiency - 56% Reading Learning Gains - 62% Math Learning Gains - 70% Adequate Progress of lowest 25% Reading - 63% Adequate Progress of lowest 25% Math - 57% AMO Reading - 31% AMO Math - 35% 2011 - 2012 School Grade: C - 443 Points Reading Proficiency - 25% Math Proficiency - 27% Writing Proficiency - 83% Science Proficiency - 21% Reading Learning Gains - 68% Math Learning Gains - 60% Adequate Progress of lowest 25% Reading - 68% Adequate Progress of lowest 25% Math - 60% AMO Reading - 25% AMO Math - 27% 2010 - 2011 School Grade: C - 473 Points Reading Proficiency - 47% Math Proficiency - 60% Writing Proficiency - 85% Science Proficiency - 30% Reading Learning Gains 57% Math Learning Gains - 67% Adequate Progress of lowest 25% Reading - 50% Adequate Progress of lowest 25% Math - 77% AMO Reading - 47% AMO Math - 60% 2009 - 2010 School Grade: D - 397 Points Reading Proficiency - 47% Math Proficiency - 45% Writing Proficiency - 78% Science Proficiency - 29% Reading Learning Gains - 49%	

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 Adequate Progress of lowest 25% Reading - 43%
 Adequate Progress of lowest 25% Math - 53%
 2008 - 2009
 School Grade: D - 434 Points
 Reading Proficiency - 51%
 Math Proficiency - 53%
 Writing Proficiency - 86%
 Science Proficiency - 29%
 Reading Learning Gains - 57%
 Math Learning Gains - 54%
 Adequate Progress of lowest 25% Reading - 39%
 Adequate Progress of lowest 25% Math - 65%
 2007 - 2008
 School Grade: C - 458 Points
 Reading Proficiency - 44%
 Math Proficiency - 51%
 Writing Proficiency - 97%
 Science Proficiency - 22%
 Reading Learning Gains - 61%
 Math Learning Gains - 59%
 Adequate Progress of lowest 25% Reading - 61%
 Adequate Progress of lowest 25% Math - 63%

Tonya Brown		
Full-time / School-based	Years as Coach: 9	Years at Current School: 2

Areas	Reading/Literacy, Other	
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Credentials	Degrees: Bachelors of Science-Social Work Certifications: Elementary Education Endorsements: Reading; ESOL	
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Performance Record	2012 - 2013 School Grade: D - 425 Points Reading Proficiency - 31% Math Proficiency - 35% Writing Proficiency - 51% Science Proficiency - 56% Reading Learning Gains - 62% Math Learning Gains - 70% Adequate Progress of lowest 25% Reading - 63% Adequate Progress of lowest 25% Math - 57% AMO Reading - 31% AMO Math - 35% 2008 – 2012 Human Resource Department Urban Academic Coordinator District Trainer	
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Vetia Josephs		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Mathematics	
Credentials	Degrees: Bachelors of Science-Elementary Education Certifications: Elementary Education (1-6) Endorsements: ESOL	
Performance Record	2012 - 2013 School Grade: D - 425 Points Reading Proficiency - 31% Math Proficiency -35% Writing Proficiency - 51% Science Proficiency - 56% Reading Learning Gains - 62% Math Learning Gains - 70% Adequate Progress of lowest 25% Reading - 63% Adequate Progress of lowest 25% Math - 57% AMO Reading - 31% AMO Math - 35% 2011 - 2012 School Grade: C - 443 Points Reading Proficiency - 25% Math Proficiency - 27% Writing Proficiency - 83% Science Proficiency - 21% Reading Learning Gains - 68% Math Learning Gains - 60% Adequate Progress of lowest 25% Reading - 68% Adequate Progress of lowest 25% Math - 60% AMO Reading - 25% AMO Math - 27% 2010 - 2011 School Grade: C - 473 Points Reading Proficiency - 47% Math Proficiency - 60% Writing Proficiency - 85% Science Proficiency - 30% Reading Learning Gains 57% Math Learning Gains - 67% Adequate Progress of lowest 25% Reading - 50% Adequate Progress of lowest 25% Math - 77% AMO Reading - 47% AMO Math - 60% Lauderhill Middle School 2009 – 2010 School Grade: C Reading Proficiency- 44% Math Proficiency - 45%, Writing Proficiency- 86% Science Proficiency -18%	

Lauderhill Middle School
2008 – 2009
School Grade: C
Reading Proficiency- 38%
Math Proficiency - 43%,
Writing Proficiency- 89%
Science Proficiency -14%

Elisa Paniagua		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
Areas	Science	
Credentials	Degrees: Masters of Science-Exceptional Student Education; Bachelor of Arts-Elementary Education Certification: Elementary Education (K-6); Exceptional Student Education (K-12) Endorsement(s): ESOL	
Performance Record	2012 - 2013 School Grade: D - 425 Points Reading Proficiency - 31% Math Proficiency -35% Writing Proficiency - 51% Science Proficiency - 56% Reading Learning Gains - 62% Math Learning Gains - 70% Adequate Progress of lowest 25% Reading - 63% Adequate Progress of lowest 25% Math - 57% AMO Reading - 31% AMO Math - 35% 2011 - 2012 School Grade: C - 443 Points Reading Proficiency - 25% Math Proficiency - 27% Writing Proficiency - 83% Science Proficiency - 21% Reading Learning Gains - 68% Math Learning Gains - 60% Adequate Progress of lowest 25% Reading - 68% Adequate Progress of lowest 25% Math - 60% AMO Reading - 25% AMO Math - 27% 2010 - 2011 School Grade: C - 473 Points Reading Proficiency - 47% Math Proficiency - 60% Writing Proficiency - 85% Science Proficiency - 30% Reading Learning Gains 57% Math Learning Gains - 67% Adequate Progress of lowest 25% Reading - 50% Adequate Progress of lowest 25% Math - 77% AMO Reading - 47% AMO Math - 60% 2009 - 2010 School Grade: D - 397 Points Reading Proficiency - 47% Math Proficiency - 45% Writing Proficiency - 78%	

Science Proficiency - 29%
 Reading Learning Gains - 49%
 Math Learning Gains - 53%
 Adequate Progress of lowest 25% Reading - 43%
 Adequate Progress of lowest 25% Math - 53%

Classroom Teachers

of classroom teachers

25

receiving effective rating or higher

25, 100%

Highly Qualified Teachers

100%

certified in-field

25, 100%

ESOL endorsed

16, 64%

reading endorsed

4, 16%

with advanced degrees

15, 60%

National Board Certified

1, 4%

first-year teachers

2, 8%

with 1-5 years of experience

5, 20%

with 6-14 years of experience

24, 96%

with 15 or more years of experience

10, 40%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor Name Mentee Assigned Rationale for Pairing Planned Mentoring Activities
 Jeffro Sutherland Levorn Swanson Mentor is an experienced * Review policies and procedures teacher. The mentee is new for core teachers.

to the grade level. * Collaborative Planning

* Weekly Meetings

Natacha Alabre Menelik Beneby Mentor is an experienced * Observatons teacher. The mentee is new * Provide Common Core Standards to the school. in Writing.

* Provide professional development

Marcia Lubin Camille Greene Mentor is an experienced teacher. The mentee is new to the school.

Marcia Lubin Roberta Edwards Mentor is an experienced teacher. The mentee is new to the school.

Emily Henry Terencia Parrish Mentor is an experienced teacher/coach. The mentee is new to the grade level/content area.

Lauren Morris Rasheeda West Mentor is an experienced teacher. The mentee is new to the school.

Elisa Paniagua Kathiana Tingue Mentor is an experienced teacher. The mentee is new to the grade level.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Response to Intervention Leadership Team (RTI) or the Collaborative Problem Solving Team (CPST), as it is known at this school, utilizes a diagnostic and prescriptive process. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Students are progress monitored. The 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Erica Biddings - Lead Facilitator
 Tonya Brown– Co-Facilitator
 Yolanda Francis – VE Teacher/ESE Specialist
 Rendolyn Amaker – Principal
 Sophia Myers - Assistant Principal
 Lacreacia Cooper – Guidance Counselor
 Sandra Johnson – Social Worker
 Stephanie Wallace – Reading Resource Specialist
 Vetia Josephs - Math Coach
 Emily Henry -Writing Coach
 Elisa Paniagua - Science Coach
 Grade Level Teachers
 Andrea Carby-Stephenson – Speech Pathologist
 Melissa Moas- Psychologist

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Members of the RTI leadership team contribute to the development and implementation School Improvement Plan by:

- analyzing data, tracking data, and subsequently monitoring the progress of students for academics and behavior at this school.
- reporting general academic, behavioral, and psycho/social trends within the school, grade levels, or accountable subgroups.
- recommending future courses of action for the school based on data analysis for curriculum, professional development, health, social, and psychological services.

Specifically, The school leadership team is comprised of members that are actively involved in the development, implementation and monitoring of the SIP. The leadership team will monitor reports from the SIP committees targeting AYP subgroups.

The school leadership team will monitor the progress of students requiring reading intervention quarterly. The SIP Committees chairs and Instructional coaches will share assessment data. The school leadership team will monitor and analyze core content areas through Mini-BATS, QBATs and BAT I and BAT II data. The team will identify areas of weakness, realign instruction and refocus the secondary instructional focus to meet the needs of the students. The school leadership team will conduct daily classroom walk-throughs to ensure the SIP is being implemented consistently and to fidelity through out the grade levels.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The School RTI Leadership Team, in coordination with the SAC committee, will monitor the progress of the students at North Fork Elementary. During pre-planning, teachers will receive initial training on the RTI process. We will utilize District's Data Warehouse and the State's Progress Monitoring and Reporting System to summarize data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

On-going training will occur at RTI meetings in the course of addressing student needs and working through the tier process. Reading, math, science and writing professional learning communities will continue to address on this topic as needed. Data meetings will be held with instructional staff to ensure they understand how analyze data and select the appropriate Tier interventions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:** 30

The purpose of the Extended Day for all Students is to promote academic achievement, engage students in the community and develop leadership skills, as well as prevent students from engaging in inappropriate behavior. North Fork Elementary's Extended Day for All Students include a board range of programs that provide children with academic, behavioral and social enrichment and/or supervised activities added to the traditional school day.

The day has been extended by 30 minutes. The additional minutes are utilized as Academic Learning Time (ALT). ALT is the amount of time and the quality of educational time a student spends attending to relevant academic task, while performing those tasks with a high rate of success (Caldwell, Huitt and Berliner). The educators are able to teach each academic subject daily. ALT is that part of allocated time in any subject- matter area in which a student is engaged successfully in the activities or with materials to which he/she is exposed and in which those activities and materials are related to educational outcomes.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Instructional Coaches and Administration

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Rendolyn Amaker	Principal
Sophia Myers	Assistant Principal
Stephanie Wallace	Reading Resource Specialist
Emily Henry	Writing Coach
Tonya Brown	Curriculum Specialist
Yolanda Francis	ESE Specialist/VE Teacher
Vetia Josephs	ESOL Coordinator
Elisa Paniagua	Science Coach
Lacresha Cooper	Guidance Counselor
Erica Biddings	RTI Specialist
Jeffro-Dean Sutherland	Kindergarten Reading Teacher Representative

Name	Title
Natacha Alabre	1st Grade Reading Teacher Representative
Marcia Lubin	2nd Grade Reading Teacher Representative
Tiara Mocombe	3rd Grade Reading Teacher Representative
Lauren Morris	4th Grade Reading Teacher Representative
Shawana Smith	5th Grade Reading Teacher Representative

How the school-based LLT functions

North Fork will develop a culture of reading throughout the school, monitor instructional fidelity, and provide feedback to teachers regarding their reading instruction. The reading coach provides reading assessment data and reports on grade level and school-wide trends to determine areas of strengths and weaknesses; the reading coach also provides or arranges for necessary professional development and models instructional delivery. The Grade level reading representatives bring information to and obtain feedback from their respective levels regarding the implementation of reading programs at this school. The ESOL coordinator assists in ensuring that ELL students are being instructed with appropriate ESOL materials. The curriculum specialist oversees the implementation of the Accelerated Reader program. The ESE Specialist assists in monitoring the reading progress of special education students.

Major initiatives of the LLT

- 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
- Increase use of Accelerated Reader.
- Increase Read Alouds for vocabulary development.
- Provide virtual field trips to build background knowledge, vocabulary, and comprehension.
- Host a Readers' Theater Day on Dr. Seuss' birthday with partner volunteers serving as readers for our students.
- Continue to have all teachers label objects in classrooms.
- Create Book Buddies across grade levels (5th Grade partners with Kindergarten)

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Regarding the logistics of registering students at the elementary schools, the Head Start program

ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The HS family service support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements and dates scheduled for kindergarten roundup at those schools. North Fork Elementary has Kindergarten Roundup during the spring. The Kindergarten Roundup assist parents and students who are transitioning from Preschool to Kindergarten. Parents and students are better prepared to understand the components and the expectations of the educational process of the Broward County School System. The following topics will be discussed: enrollment information, curriculum information, readiness skills, and establish an open line of communication between the school and home.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	31%	No	45%
American Indian				
Asian				
Black/African American	37%	29%	No	43%
Hispanic				
White				
English language learners				
Students with disabilities	30%	18%	No	37%
Economically disadvantaged	37%	31%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	21%	24%
Students scoring at or above Achievement Level 4	13	8%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	63	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	21	63%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	51%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	35%	No	54%
American Indian				
Asian				
Black/African American	47%	35%	No	52%
Hispanic				
White				
English language learners				
Students with disabilities	52%	25%	No	57%
Economically disadvantaged	48%	35%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	27%	30%
Students scoring at or above Achievement Level 4	11	7%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	73	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	57%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	46%	49%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students	10	18%	30%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	50	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	0%
Students who are not proficient in reading by third grade	42	76%	50%
Students who receive two or more behavior referrals	35	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase student engagement.
- G2.** Increase students' reading proficiency.
- G3.** Teachers will integrate Writing across all content areas.
- G4.** Increase students' math proficiency.
- G5.** Improve students' critical thinking skills through hands-on science investigations
- G6.** Increase the amount of instructional time by decreasing excessive absences and tardies.
- G7.** To increase Parent participation and attendance at evening Parent workshops/programs.

Goals Detail

G1. Increase student engagement.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule:

Weekly - observations Monthly - data analysis

Evidence of Completion:

Classroom walk thru observations and student data will be tracked.

G2. Increase students' reading proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal Assistant Principal Reading Coach Writing Coach Curriculum Specialist

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Sheets

G3. Teachers will integrate Writing across all content areas.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Coach, Professional Development Opportunities

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal Assistant Principal Writing Coach Reading Coach Math Coach Science Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

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

G4. Increase students' math proficiency.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Administration Math Coach Curriculum Coach Technology Professional Development Opportunities

Targeted Barriers to Achieving the Goal

- The lack of rigor in the student assignments.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal Assistant Principal Math Coach Teacher

Target Dates or Schedule:

Throughout 2013-2014 School Year

Evidence of Completion:

Data sheets

G5. Improve students' critical thinking skills through hands-on science investigations

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Students lack prior knowledge in science concepts and processes.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Science Coach Administration Curriculum Specialist

Target Dates or Schedule:

Monthly

Evidence of Completion:

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

G6. Increase the amount of instructional time by decreasing excessive absences and tardies.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

If the results are positive we will continue to implement our strategies. If the results are questionable or poor we will examine each student case individually to develop a plan.

Person or Persons Responsible

Principal Assistant Principal School Counselor Pinnacle Administrator

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Reports Monthly Meetings

G7. To increase Parent participation and attendance at evening Parent workshops/programs.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- We will use newsletters, flyers, parent-link to advertise evening programs. We will also utilize Partners to provide incentive prizes and Title I to provide food/snacks.

Targeted Barriers to Achieving the Goal

- Parent events are usually held in the evenings, which does not allow parents adequate time to get home, feed the family, find a baby-sitter and return to the school. Parent phone numbers /contact information seem to be inaccurate, therefore limiting successful contact with parents about school events Parents generally unfamiliar with school and assessment expectations, Test rigor and preparation, as well as other informational resources. Parents often do not know how to access these items as well. Parents do not attend if their students are performing below grade level.

Plan to Monitor Progress Toward the Goal

Updated parent contact information. Decrease in the number of wrong/disconnected numbers called through Parent-link. Currently Parent link reaches 48% of parent phone numbers due to incorrect or disconnected numbers. Currently 65% of parents attend eve

Person or Persons Responsible

Coaches, Teachers, Data Clerk, Administration

Target Dates or Schedule:

Every Quarter or as update contact information is received from parents.

Evidence of Completion:

Current data base with parent contact information. All parents receive information about school programs and workshops. Parent survey indicated that school has kept them informed. Increase of the number of parents that attend evening workshops/programs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student engagement.

G1.B1 Lack of knowledge on how to implement instructional strategies to engage students in the classroom.

G1.B1.S1 Teachers will participate in professional learning communities.

Action Step 1

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

Person or Persons Responsible

Administration, Instructional Coaches, Support Staff, Teachers

Target Dates or Schedule

Weekly throughout the school year

Evidence of Completion

Weekly notes from professional learning communities

Facilitator:

Administration and Instructional Coaches

Participants:

Teachers and Support Staff

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

Weekly minutes from PLC's will be reviewed. Classroom walk thru's will be conducted to check for implementation of instructional strategies.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk thru forms with feedback

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administration and Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk thru forms Professional developments

G2. Increase students' reading proficiency.

G2.B1 While reading rigorous text, students lack the use of reading for meaning strategies.

G2.B1.S1 Daily 5 will be implemented in K-5.

Action Step 1

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

Person or Persons Responsible

Teachers Reading Coach Curriculum Specialist Writing Coach

Target Dates or Schedule

This will be implemented throughout the 2013-2014 school year.

Evidence of Completion

Accelerated Reader Reports Reading Across Broward Logs Classroom walk-through logs by Coaches observing that Daily 5 is being implemented

Facilitator:

Reading Coach Curriculum Specialist Writing Coach

Participants:

Teachers Reading Coach Curriculum Specialist Writing Coach

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

Review Accelerated Reader Reports, Breakfast of Champions Logs, and observations

Person or Persons Responsible

Principal Assistant Principal Reading Coach Writing Coach Curriculum Specialist

Target Dates or Schedule

Weekly during classroom walk-through/observations

Evidence of Completion

Accelerated Reader Reports, Breakfast of Champions Logs, and classroom walk-through/observation forms

Plan to Monitor Effectiveness of G2.B1.S1

Accelerated Reader Reports will be collected to ensure that students using the program. Breakfast of Champion Logs will be collected to track if the program is being implemented. Reading Assessments will be analyzed to see if reading proficiency is increasing.

Person or Persons Responsible

Reading Coach Writing Coach Curriculum Specialist

Target Dates or Schedule

Accelerated reader data and breakfast of champion logs will be collected weekly and reviewed. Reading Assessments will be given bi-weekly to measure student progress.

Evidence of Completion

AR reports and Breakfast of Champion Logs by class Reading Assessment Data Sheets

G3. Teachers will integrate Writing across all content areas.

G3.B1 Teachers lack an understanding of how to incorporate writing across the curriculum.

G3.B1.S1 Provide teachers with professional development on how to integrate writing across the curriculum.

Action Step 1

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

Person or Persons Responsible

Writing Coach Reading Coach Math Coach Science Coach Curriculum Coach

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

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

Facilitator:

Writing Coach https://www.flisiponline.com/assets/guidance_pull-c6e6f6ba0e3d8e10d59d7ff3a23c1c3c.png

Participants:

Writing Coach Reading Coach Math Coach Science Coach Curriculum Coach

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

Agenda/Power Point for Professional Development Student journals will be reviewed 2 weeks after professional development to ensure teachers are writing across the curriculum.

Person or Persons Responsible

Principal Writing Coach Reading Coach Science Coach Math Coach

Target Dates or Schedule

Weekly classroom walk-through to determine if teachers are applying what was learned during Writing across the curriculum professional development

Evidence of Completion

Student samples from content area journals

Plan to Monitor Effectiveness of G3.B1.S1

Student writing samples across the content areas will be reviewed

Person or Persons Responsible

Writing Coach Reading Coach Science Coach Math Coach

Target Dates or Schedule

Weekly during classroom walk-through

Evidence of Completion

Writing Coach will keep a portfolio of Writing samples across the content areas for each grade level

G4. Increase students' math proficiency.

G4.B1 The lack of rigor in the student assignments.

G4.B1.S1 Utilize the 8 principles of Common Core State Standards to increase the level of rigor in students assignments.

Action Step 1

Calendar math Graphic Organizers Soar to Success Vocabulary instruction

Person or Persons Responsible

Math Coach Classroom Teachers

Target Dates or Schedule

Throughout 2013-2014 School Year

Evidence of Completion

Student Journals Teacher Lesson Plans Work samples

Facilitator:

Math Coach

Participants:

Math Coach Classroom Teachers

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

Daily activities using Calendar Math Daily entries in math journals Use of rubrics with journals Lesson concentration on 8 Mathematical Practices Implement the use of technology with lessons

Person or Persons Responsible

Math Coach Teacher

Target Dates or Schedule

Throughout 2013-2014 School Year

Evidence of Completion

Student journals Work samples Monitor progress through data reports

Plan to Monitor Effectiveness of G4.B1.S1

Chapter Tests Monthly Checkpoints Benchmark Assessments

Person or Persons Responsible

Math Coach Teacher

Target Dates or Schedule

Throughout 2013-2014 School Year

Evidence of Completion

Lesson Plans Classroom Observations Data Chats

G5. Improve students' critical thinking skills through hands-on science investigations

G5.B1 Students lack prior knowledge in science concepts and processes.

G5.B1.S1 Students will be exposed to science process skills through Inquiry/Hands-on experiences using the 5 E model of teaching.

Action Step 1

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

Person or Persons Responsible

Teachers Science Coach Curriculum Specialist

Target Dates or Schedule

Ongoing in science classes throughout school year

Evidence of Completion

Lab reports Science journal entries

Facilitator:

Science Coach Curriculum Specialist District

Participants:

Teachers Science Coach Curriculum Specialist

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

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

Person or Persons Responsible

Science Coach Curriculum Specialist Administration

Target Dates or Schedule

Weekly (during science instruction)

Evidence of Completion

Lab reports and student journal entries Classroom walk-through observations

Plan to Monitor Effectiveness of G5.B1.S1

BAT I and II Mini-BATs Checkpoints Performance Assessments

Person or Persons Responsible

Science Coach Administration Curriculum Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

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

G6. Increase the amount of instructional time by decreasing excessive absences and tardies.

G6.B1 Parents frequently change addresses and contact information which prohibits us from communicating with parents about attendance and tardy issues.

G6.B1.S1 North Fork will use various means to communicate with parents.

Action Step 1

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

Person or Persons Responsible

Principal Assistant Principal School Social Worker Guidance Counselor Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

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

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

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

Person or Persons Responsible

Principal Assistant Principal Pinnacle Administrator Guidance Counselor

Target Dates or Schedule

Weekly and Quarterly

Evidence of Completion

Quarterly Reports Leadership Meeting Minutes

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Tracked Data

G7. To increase Parent participation and attendance at evening Parent workshops/programs.

G7.B1 Parent events are usually held in the evenings, which does not allow parents adequate time to get home, feed the family, find a baby-sitter and return to the school. Parent phone numbers /contact information seem to be inaccurate, therefore limiting successful contact with parents about school events. Parents generally unfamiliar with school and assessment expectations, Test rigor and preparation, as well as other informational resources. Parents often do not know how to access these items as well. Parents do not attend if their students are performing below grade level.

G7.B1.S1 The School will host Parent in-service nights and provide care for small children, and serve refreshments

Action Step 1

Recruit volunteers from the PTA, H.S./ College students, and school staff to provide quality, safe child care for young children that accompany parents. Ask partners in education to donate food items. Use funds from Title I

Person or Persons Responsible

Guidance Counselor Title I Coordinator Administration Volunteers

Target Dates or Schedule

Evening Parent workshops will be offered once every quarter. Look into offering morning workshops for parents unable to make evenings. Provide a meal for parents/families that attend evening workshop/programs.

Evidence of Completion

Increase in the number of parents that attend evening workshops. Volunteers available to provide Child care.

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

Review Parent link call reports to see how many parents were reached. Customized Title I School Parent Survey targeting this specific strategy. Collect and review sign-in rosters.

Person or Persons Responsible

Title I coordinator SAC chairperson Administration

Target Dates or Schedule

We will review this goal quarterly and will update data base as information is updated.

Evidence of Completion

Increased number of parents attending workshops/programs. Increase number of parents following up and working with their children at home.

Plan to Monitor Effectiveness of G7.B1.S1

We will collect sign-in sheets from workshops/ program. We will collect and analyze feedback from Title 1 Parent surveys. We will review Parent-link reports to determine number of parents receiving messages from the school.

Person or Persons Responsible

Guidance Administration Title 1 coordinator

Target Dates or Schedule

Strategy will be monitored quarterly and after each workshop/program is held.

Evidence of Completion

Increased number of parents attending workshops/programs. Parents utilizing childcare services to attend. Satisfactory comments on Parent surveys. Parent link call reports show an increase in number of households contacted.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

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

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title III

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

Title IV

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Head Start

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student engagement.

G1.B1 Lack of knowledge on how to implement instructional strategies to engage students in the classroom.

G1.B1.S1 Teachers will participate in professional learning communities.

PD Opportunity 1

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

Facilitator

Administration and Instructional Coaches

Participants

Teachers and Support Staff

Target Dates or Schedule

Weekly throughout the school year

Evidence of Completion

Weekly notes from professional learning communities

G2. Increase students' reading proficiency.

G2.B1 While reading rigorous text, students lack the use of reading for meaning strategies.

G2.B1.S1 Daily 5 will be implemented in K-5.

PD Opportunity 1

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

Facilitator

Reading Coach Curriculum Specialist Writing Coach

Participants

Teachers Reading Coach Curriculum Specialist Writing Coach

Target Dates or Schedule

This will be implemented throughout the 2013-2014 school year.

Evidence of Completion

Accelerated Reader Reports Reading Across Broward Logs Classroom walk-through logs by Coaches observing that Daily 5 is being implemented

G3. Teachers will integrate Writing across all content areas.

G3.B1 Teachers lack an understanding of how to incorporate writing across the curriculum.

G3.B1.S1 Provide teachers with professional development on how to integrate writing across the curriculum.

PD Opportunity 1

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

Facilitator

Writing Coach https://www.flisiponline.com/assets/guidance_pull-c6e6f6ba0e3d8e10d59d7ff3a23c1c3c.png

Participants

Writing Coach Reading Coach Math Coach Science Coach Curriculum Coach

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

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

G4. Increase students' math proficiency.

G4.B1 The lack of rigor in the student assignments.

G4.B1.S1 Utilize the 8 principles of Common Core State Standards to increase the level of rigor in students assignments.

PD Opportunity 1

Calendar math Graphic Organizers Soar to Success Vocabulary instruction

Facilitator

Math Coach

Participants

Math Coach Classroom Teachers

Target Dates or Schedule

Throughout 2013-2014 School Year

Evidence of Completion

Student Journals Teacher Lesson Plans Work samples

G5. Improve students' critical thinking skills through hands-on science investigations

G5.B1 Students lack prior knowledge in science concepts and processes.

G5.B1.S1 Students will be exposed to science process skills through Inquiry/Hands-on experiences using the 5 E model of teaching.

PD Opportunity 1

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

Facilitator

Science Coach Curriculum Specialist District

Participants

Teachers Science Coach Curriculum Specialist

Target Dates or Schedule

Ongoing in science classes throughout school year

Evidence of Completion

Lab reports Science journal entries

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
School Improvement Grant		\$0	\$0
Title 1		\$0	\$0
Total		\$0	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase students' reading proficiency.

G2.B1 While reading rigorous text, students lack the use of reading for meaning strategies.

G2.B1.S1 Daily 5 will be implemented in K-5.

Action Step 1

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

Resource Type

Professional Development

Resource

Funding Source

School Improvement Grant

Amount Needed

G7. To increase Parent participation and attendance at evening Parent workshops/programs.

G7.B1 Parent events are usually held in the evenings, which does not allow parents adequate time to get home, feed the family, find a baby-sitter and return to the school. Parent phone numbers /contact information seem to be inaccurate, therefore limiting successful contact with parents about school events. Parents generally unfamiliar with school and assessment expectations, Test rigor and preparation, as well as other informational resources. Parents often do not know how to access these items as well. Parents do not attend if their students are performing below grade level.

G7.B1.S1 The School will host Parent in-service nights and provide care for small children, and serve refreshments

Action Step 1

Recruit volunteers from the PTA, H.S./ College students, and school staff to provide quality, safe child care for young children that accompany parents. Ask partners in education to donate food items. Use funds from Title I

Resource Type

Other

Resource

Funding Source

Title 1

Amount Needed