

Broward County Public Schools

North Fork Elementary School



2022-23 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: 8/17/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: F (27%) 2018-19: C (45%) 2017-18: C (42%)
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	CSI

* 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

101 NW 15TH AVE, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	F	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

To 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Atkins, Gretchen	Principal	<p>Supervisory Responsibilities: Oversees the daily management of the school and office. Oversees educators in the school, providing periodic observations and evaluations that are timely and constructive and completed based on the timetables set by the school district. Offers additional training and guidance as necessary based on evaluations of professional staff. Hires all faculty and staff for the school and presides over hearings that may be necessary to dismiss a staff member. Oversees, hires, and evaluates the performance of clerical, janitorial, and cafeteria staff. Duties/Responsibilities: Ensures a productive learning environment through continual collaboration with teachers, students, and parents. Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students. Enforces disciplinary policies and procedures with students. Participates in parent meetings and conferences and acts as an intermediary between parents, teachers, and students to deal with a variety of needs or issues. Maintains competency and student academic achievement as prescribed by the school board. Presides over staff meetings. Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management. Ensures that necessary maintenance and repairs to the school property are performed. Coordinates staff development for faculty and staff; provides instruction if needed. Oversees the allocation of supplies and equipment. Oversees and implements the school budget, approving new programs and expenditures as appropriate. Represents the school in community activities and meetings. Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders. Acts as liaison between the district and the school; communicates needs and information to both sides.</p> <p>Performs other related duties as assigned.</p>
Campo, Theodore	Assistant Principal	<p>Assists the Principal to provide instructional leadership to staff including: curriculum planning, review, and implementation; and professional development. Assists in the day-to-day building administration and the safety and welfare of students, staff, volunteers, and activities. Leads the staff in the implementation of quality instruction. Ensures a safe, pleasant, and effective educational atmosphere provides discipline as necessary, and enforces school policy. Assists the Principal to manage employees in the elementary school. Supports the Principal in setting the overall direction, coordination, and evaluation of the staff within the</p>

Name	Position Title	Job Duties and Responsibilities
McKinney, Meredith	Reading Coach	<p>school. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsible for interviewing, making recommendations for hiring, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.</p> <p>The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Coach, Literacy shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students

Name	Position Title	Job Duties and Responsibilities
		<p>leading to improved student achievement.</p> <p>8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</p> <p>9. participate and engage in monthly content related professional learning and learning communities.</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom-related technologies to support students in their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p>
Phillips, Remona	Other	<p>POSITION GOAL: To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities.</p> <p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below.</p> <p>This position does not have any supervisory responsibilities. 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.</p> <p>Coordinate required ESE meetings.</p> <p>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.</p> <p>Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</p> <p>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.</p> <p>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.</p> <p>Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.</p> <p>Shall report all compliance concerns directly to the school-based leadership.</p> <p>Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.</p> <p>Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>Utilize the electronic management system to generate IEP documents.</p> <p>Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.</p> <p>Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.</p> <p>Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>Ensure adherence to safety rules and procedures.</p> <p>Follow federal and state, as well as School Board policies.</p> <p>Perform other duties as assigned by the school principal.</p>

The Mathematics Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.

Williams, Fitzroy	Math Coach	<p>The Coach, Mathematics shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the
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Name	Position Title	Job Duties and Responsibilities
		<p>individual’s skills and proficiency related to the job responsibilities.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community.</p> <p>7. develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings.</p> <p>9. assist teachers in effective integration of technology within daily instructional practice.</p> <p>10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations.</p> <p>11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies.</p> <p>12. analyze data to inform high quality instruction leading to improved student achievement.</p> <p>13. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>14. facilitate research-based professional learning through the school’s professional learning communities.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board policies.</p> <p>20. perform other duties as assigned by the Supervisor(s).</p>

Demographic Information

Principal start date

Wednesday 8/17/2022, Gretchen Atkins Brown

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

368

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	66	71	54	56	77	99	0	0	0	0	0	0	0	423
Attendance below 90 percent	51	53	34	32	41	53	0	0	0	0	0	0	0	264
One or more suspensions	0	0	0	4	8	12	0	0	0	0	0	0	0	24
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 2022 statewide FSA ELA assessment	0	0	0	25	40	50	0	0	0	0	0	0	0	115
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	51	63	0	0	0	0	0	0	0	134
Number of students with a substantial reading deficiency	0	4	6	7	6	10	0	0	0	0	0	0	0	33

Using the table above, complete the table below with the number of students by current grade level who have 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	5	3	25	47	68	0	0	0	0	0	0	0	148

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	22	26	24	0	0	0	0	0	0	0	74
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 8/18/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	15%	58%	56%				30%	59%	57%
ELA Learning Gains	26%						45%	60%	58%
ELA Lowest 25th Percentile	22%						50%	54%	53%
Math Achievement	19%	54%	50%				46%	65%	63%
Math Learning Gains	42%						57%	66%	62%
Math Lowest 25th Percentile	50%						42%	53%	51%
Science Achievement	18%	59%	59%				45%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	18%	60%	-42%	58%	-40%
Cohort Comparison		0%				
04	2022					
	2019	35%	62%	-27%	58%	-23%
Cohort Comparison		-18%				
05	2022					
	2019	31%	59%	-28%	56%	-25%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	65%	-28%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-37%				
05	2022					
	2019	39%	64%	-25%	60%	-21%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	49%	-10%	53%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	19		10	44						
ELL	5	21		11	25						
BLK	15	26	23	17	41	50	19				
HSP	8			33							
FRL	13	25	24	19	43	48	14				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	29
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	38
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	17
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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%	0

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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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?

ELA proficiency was low across all grade levels. Grade 3 scored the highest in proficiency in ELA (24%) and Math (33%). Grade 5 proficiency was the lowest in both ELA (11%) and Math (14%). ELL students scored 5% proficiency, and SWD scored 7% proficiency. There was a decrease in science by 4% resulting in 18% proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 FSA Data, ELA is the greatest need for improvement. ELA proficiency increased by 1%, but learning gains decreased by 22%, and LQ learning gains decreased by 35%. Two subgroups scored significantly low in ELA as well. ELL 5% proficiency and SWD 7% proficiency.

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

Based on the lagging data, Tier 1 instruction must be addressed. The master schedule has been addressed to provide additional instructional time and ongoing professional learning has been scheduled. Changes in teacher grade level placements have been made.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

As reported by 2022 FSA data, North Fork showed the most improvement in Math. Overall proficiency increased by 11%, learning gains increased by 29%, and LQ learning gains increased by 50%.

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

Student grouping, monitoring, and pullout support were contributing factors to this improvement. We will continue this model. Student support groups will be implemented by the ESSER teachers in all academic areas and student progress will be implemented by CFA and the FAST Assessment.

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

In an effort to accelerate learning, we will need to ensure ongoing teacher professional learning and common planning amongst the grade levels will take place. In addition, push-in and pull-out support groups will be conducted to meet the needs of all learners.

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.

The following PD opportunities will be provided but not limited to:

Understanding the B.E.S.T Standards

Math Manipulatives

enVISION Training

Teacher Pedagogy

Teaching Science through Literacy

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

Learning walks will be conducted, look-fors and a comprehensive monitoring plan with data analysis meetings will be implemented to ensure the sustainability of improvement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

North Fork Elementary instructional staff will implement High-Quality Tier One Instruction. Based on the 2022 FSA data, ELA overall proficiency was 15%. ELA Learning Gains decreased by 22% and LQ Learning Gains decreased by 35%. Science proficiency decreased by 4% and 18% of the students scored at the proficiency level. Based on the 2022 FSA Math data, 19% of the students scored at the proficiency level and there was an increase in Math Learning Gains to 29% and 50% in LQ Learning Gains. Although there were gains in all areas of Math, Tier One Instruction still needs to be addressed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA
 By December 2022, 25% of students in grades 3-5 will score at proficiency on the PM2.
 By June 2023, at least 41% of students in grades 3-5 will score at an achievement level of 3 or higher.

Math
 By December 2022, 29% of students in grades 3-5 will score at proficiency on the PM2.
 By June 2023, at least 41% of students in grades 3-5 will score at an achievement level of 3 or higher.

Science
 By December 2022, 20% of students in grade 5 will score at proficiency on the mid-year checkpoint assessment.
 By June 2023, at least 41% of students in grade 5 will score at an achievement level of 3 or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ELA
 The F.A.S.T. Assessment will monitor ELA Data for 3 periods.
 ELA data will be monitored by the Benchmark Advance Unit Assessments (Every 3 Weeks)

Math
 The F.A.S.T. Assessment will monitor Math Data for 3 periods.

Science
 Mastery Connect Monthly Assessments
 State Science Assessment

Person responsible for monitoring outcome:

Gretchen Atkins (gretchen.atkins@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will implement Tier 1 instruction to fidelity in all content areas. The district provides these standards-based adoptions in all content areas which are specifically aligned to the B.E.S.T Standards for ELA and Math.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Based on student achievement data and iObservation data, North Fork will provide professional learning community (PLC) on a three-week rotation to help teachers to implement effective strategies in the classroom. A variety of research-based strategies will be implemented to help teachers improve instructional delivery practices, thereby increasing student achievement. Additional strategies include: peer coaching, coaching cycles and modeled instruction with an academic support teacher in 3rd, 4th and 5th grade;

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Baseline data in ELA, Math, and Science will be completed by September 30, 2022. The data will be analyzed to provide informed instructional decisions. Data analysis meetings will be conducted 24-48 after each assessment.

Person Responsible Theodore Campo (theodore.campo@browardschools.com)

Coaching cycles will be provided for Tier 2 and Tier 3 Teachers (observation, feedback, modeling, co-teaching, and peer observation)
Classroom walkthroughs will be used to monitor and determine impact.

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

Using a pre/during and after planning protocol, an additional 1 hour per week of planning with a focus on instructional delivery. Classroom walkthroughs will be used to monitor and determine impact.

Person Responsible Gretchen Atkins (gretchen.atkins@browardschools.com)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

North Fork Elementary will focus on all content area proficiency for Students with Disabilities (SWD) and English Language Learners (ELL). Based on the 2022 FSA data:

SWD
 7% were proficient in ELA, 10% in Math, and 0% in Science.

ELL
 5% were proficient in ELA, 11% in Math, and 0% in Science.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD
 By December of 2022, 12% of SWD will score at proficiency on the ELA PM2; 15% on the Math PM2; 5% mid-year science checkpoint.
 By June of 2023, 17% of SWD will score at proficiency on the ELA PM3; 20% on the Math PM3; 10% on the science end-of-the-year assessments.

ELL
 By December of 2022, 10% of SWD will score at proficiency on the ELA PM2; 16% on the Math PM2; 5% mid-year science checkpoint.
 By June of 2023, 20% of SWD will score at proficiency on the ELA PM3; 26% on the Math PM3; 10% on the science end-of-the-year assessments.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

ELA
 The F.A.S.T. Assessment will monitor ELA Data for 3 periods
 Benchmark Advance Unit Assessments (Every 3 Weeks)
 Math
 The F.A.S.T. Assessment will monitor Math Data for 3 periods.
 Science
 Mastery Connect Monthly Assessments
 State Science Assessment

Person responsible for monitoring outcome:

Remona Phillips (remona.phillips@browardschools.com)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

SWD and ELL small group instruction; push-in and pull-out groups based on data.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on student academic data and IEP goals.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Baseline data in ELA, Math, and Science will be completed by September 30, 2022. The data will be analyzed to provide informed instructional decisions. Data analysis meetings will be conducted 24-48 after each assessment.

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

Coaching support will be provided to the classroom teachers and ESE Support Facilitator (observation, feedback, modeling, co-teaching, and peer observation)

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

Using a pre/during and after planning protocol, an additional 1 hour per week of planning with a focus on instructional delivery to include the ESE Support Facilitator and the teachers of ELL Students.

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

Small group instruction will be implemented by the Support Facilitator and ESE Specialist. This will be monitored by classroom walkthroughs.

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our Area of Focus for grades Kindergarten - Grade 2 will be High-Quality Tier 1 instruction implemented to fidelity. Based on the 2022 Primary End of the Year Assessment:

- 10% of Kindergarten students scored at the proficiency level
- 24% of grade 1 students scored at the proficiency level
- 38% of grade 2 students scored at the proficiency level

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our Area of Focus for grades 3-5 will be High-Quality Tier 1 instruction implemented to fidelity.

Based on the 2022 FSA ELA data:

24% of grade 3 students scored at the proficiency level

14% of grade 4 students scored at the proficiency level

11% of grade 5 students scored at the proficiency level

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Kindergarten

By December 2022, at least 25% of students in Kindergarten will score at the proficiency level as measured by the FAST Assessment.

By June of 2023, at least 50% of students in Kindergarten will score on grade level as measured by the FAST Assessment.

Grade 1

By December of 2022, at least 20% of students in grade1 will score at proficiency as measured by the FAST Assessment.

By June of 2023, at least 45% of students in grade 1 will score on grade level as measured by the FAST Assessment.

Grade 2

By December of 2022, at least 34% of students in grade 2 will score at proficiency as measured by the FAST Assessment.

By June of 2023, at least 50% of students in grade 2 will score on grade level as measured by the FAST Assessment.

Grades 3-5: Measureable Outcome(s)

3rd Grade

By December of 2022, 48% of students in grade 3 will score at proficiency on the PM2.

By June of 2023, at least 58% of students in grade 3 will score at an achievement level of 3 or higher.

4th Grade

By December of 2022, 34% of students in grade 4 will score at proficiency on the PM2.

By June of 2023, at least 44% of students in grade 4 will score at proficiency on the PM3 FAST Assessment.

5th Grade

By December of 2022, 24% of students in grade 5 will score at proficiency on the PM2.

By June of 2023, at least 44% of students in grade 5 will score at proficiency on the PM3 FAST Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

North Fork Elementary will monitor the Areas of Focus through the FAST Star Early Literacy, Star Reading, and Cambium ELA Assessment (PM#1, PM#2, and PM#3) which is administered 3 times per year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McKinney, Meredith, meredith.mckinney@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The State Adopted Benchmark Advance Reading Program is evidence-based and is in alignment with B.E.S.T ELA Standards. Benchmark Advance does align with the district's K-12 comprehensive evidence-based reading plan.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Benchmark Advance Reading Program addresses the following areas: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership</p> <ol style="list-style-type: none"> 1. Benchmark Advance professional learning will be provided for the literacy leadership team. 2. B.E.S.T. Standards professional learning will be provided for the literacy leadership team. 	<p>McKinney, Meredith, meredith.mckinney@browardschools.com</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> 1. Co-Teaching, modeling, and peer observations will be completed for all tier 3 teachers. 2. Coach-to-teacher planning, observation, and feedback will be provided to teachers. 	<p>McKinney, Meredith, meredith.mckinney@browardschools.com</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Teachers will be following the assessment calendar for progress monitoring. 2. Data analysis meetings will be conducted after each assessment to address gaps and create a plan of action. 	<p>Campo, Theodore, theodore.campo@browardschools.com</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> 1. Professional Learning Communities will be conducted on a 3-week rotation in specific content areas. 2. The district will provide ongoing professional learning and support in ELA, Math and Science. 	<p>Atkins, Gretchen, gretchen.atkins@browardschools.com</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 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.

This school year we will be implementing small groups, evidence-based guidance lessons, and school-wide implementation of SEL.

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 and Ranger Goodworks, who have donated school supplies to our students and families. Partnerships continue with our community partners in the areas of student incentives, school supply drives, 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. We utilize parent link as a form of communion to keep all stakeholders up to date with any new information. These help parents get involved and build the school community. Students also benefit from these extra -curricular opportunities (cheerleading, dance, etc.) 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 school culture and environment.

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 brings something unique 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 ensures 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.