

Broward County Public Schools

North Fork Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	31

North Fork Elementary School

101 NW 15TH AVE, Fort Lauderdale, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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, appearing at school functions, and 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 various needs or issues. Maintains competency and student academic achievement as prescribed by the school board. Presides over staff meetings. Ensures routine and required paperwork completion, 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 organizations and leaders. Acts as liaison between the district and the school; communicates needs and information to both sides. 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 school. Carries out supervisory responsibilities in accordance with the organization's policies</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
McKinney, Meredith	Reading Coach	<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 leading to improved student achievement.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 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. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom-related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.
Williams, Fitzroy	Math Coach	<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.</p> <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.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual’s skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 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. 9. assist teachers in effective integration of technology within daily instructional practice. 10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. analyze data to inform high quality instruction leading to improved student achievement. 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. facilitate research-based professional learning through the school’s professional learning communities. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).

Phillips, Remona	Teacher, ESE	<p>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:</p> <p>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</p>
------------------	--------------	--

Name	Position Title	Job Duties and Responsibilities
		<p>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> <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>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

A SAC meeting was held with all stakeholders to discuss elements of the SIP. The leadership team utilized the input to develop the plan. During the monthly SAC meetings, all shareholders will continue to be updated and provide input during the SIP development process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored at the end of each academic quarter. School-wide data, grade level data, individual teacher data, classroom walkthroughs, and staff feedback will be used to make informed decisions and academic adjustments. We will utilize the continuous study model (Plan, do, study, act, etc.) to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	41	37	34	28	17	23	0	0	0	180
One or more suspensions	1	1	0	0	0	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	9	27	24	33	20	23	0	0	0	136
Level 1 on statewide Math assessment	0	13	22	18	13	20	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	15	6	0	0	0	0	22

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	23	22	29	18	18	0	0	0	117

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	8	10	5	1	0	0	0	30
Students retained two or more times	1	1	3	0	1	0	0	0	0	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	51	53	34	32	41	53	0	0	0	264
One or more suspensions	0	0	0	4	8	12	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	40	50	0	0	0	115
Level 1 on statewide Math assessment	0	0	0	20	51	63	0	0	0	134
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	6	7	6	10	0	0	0	33

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	3	25	47	68	0	0	0	148

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	51	53	34	32	41	53	0	0	0	264
One or more suspensions	0	0	0	4	8	12	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	40	50	0	0	0	115
Level 1 on statewide Math assessment	0	0	0	20	51	63	0	0	0	134
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	6	7	6	10	0	0	0	33

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	3	25	47	68	0	0	0	148

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	56	53	15	58	56	14		
ELA Learning Gains				26			48		
ELA Lowest 25th Percentile				22			57		
Math Achievement*	46	62	59	19	54	50	8		
Math Learning Gains				42			13		
Math Lowest 25th Percentile				50			0		
Science Achievement*	34	48	54	18	59	59	22		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	69	59	59	38			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	204
Total Components for the Federal Index	5
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	29

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	8
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	2
ELL	69			
AMI				
ASN				
BLK	33	Yes	2	
HSP				
MUL				
PAC				
WHT				
FRL	38	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	3	1
ELL	17	Yes	1	1
AMI				
ASN				
BLK	27	Yes	1	1
HSP	21	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	28	Yes	1	1

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			46			34					69
SWD	14			33							2	
ELL											1	69
AMI												
ASN												
BLK	33			46			30				4	
HSP												
MUL												
PAC												
WHT												
FRL	32			45			33				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	15	26	22	19	42	50	18					38
SWD	7	19		10	44		0					
ELL	5	21		11	25		0					38
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	15	26	23	17	41	50	19					
HSP	8			33								
MUL												
PAC												
WHT												
FRL	13	25	24	19	43	48	14					36

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	14	48	57	8	13	0	22					47
SWD	0	55		4	0							
ELL	13			6								47
AMI												
ASN												
BLK	13	46	54	7	13		19					
HSP	30											
MUL												
PAC												
WHT												
FRL	13	48	57	8	14	0	19					33

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	37%	61%	-24%	58%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	20%	53%	-33%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	62%	-16%	59%	-13%
04	2023 - Spring	58%	65%	-7%	61%	-3%
05	2023 - Spring	43%	58%	-15%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	46%	-10%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area of ELA showed the lowest performance. In the year 2022 3rd - 5th grade FSA scores were 15% and in 2023 the FAST ELA score was a 32%. The contributing factors consist of the following:

- High-Quality Tier One Instruction
- Checking for Understanding

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There were no data components with a decline from the previous year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd - 5th Grade ELA had the most significant gap compared to the state average. Factors include teacher efficacy and student attendance.

- North Fork - 32%
- State - 54%

Which data component showed the most improvement? What new actions did your school take in this area?

The area of math proficiency showed the most improvement. In the year 2022 the Math FSA scores were 19% and in 2023 the FAST Math score was a 48%. The contributing factors are the following:
High-Quality Tier One Instruction
Professional Learning
Coaching Support

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two potential areas of concern are Absent 10% or more days and students in grades 3-5 scoring Level 1 on statewide ELA assessments.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Attendance
ELA Proficiency
Lowest Performing Students
ELA Intervention
Accelerated Coaching

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on teacher retention and recruitment data, it has been difficult recruiting high-quality teachers to meet the needs of North Fork Elementary. A total of 3 classroom teachers were needed, and only 1 teacher was highly qualified.

Measurable Outcome:

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

By June 2024, 50% of new hires will be retained for the following school year.

Monitoring:

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

It will be monitored based on quarterly teacher/admin checks and through targeted teacher support.

Person responsible for monitoring outcome:

Gretchen Atkins (gretchen.atkins@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The accelerated coaching model will be used as the evidence-based intervention model for this Area of Focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale is to provide teachers with modeling, co-teaching, data-driven coaching, co-planning and feedback.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide Tier 2 and Tier 3 teachers with ELA and Math support. The Math and ELA Coach will complete accelerated coaching with both. (i.e., observation, feedback, modeling, etc.) All support will be logged. Coaching logs will be reviewed to ensure teacher progress.

Person Responsible: Fitzroy Williams (fitzroy.williams@browardschools.com)

By When: August 2023 - May 2024

Professional Development in ELA and Math

Person Responsible: Salathiel Jones (salathiel.jones-blake@browardschools.com)

By When: Ongoing

Professional Development in ELA and Math will be provided to the new teachers. (i.e., Benchmark Advance, Envision, TLAC, etc.)

Person Responsible: Salathiel Jones (salathiel.jones-blake@browardschools.com)

By When: Ongoing

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

North Fork Elementary instructional staff will implement High-Quality Tier One Instruction. Based on the 2023 FAST data, ELA overall proficiency was 32%. Science proficiency increased by 18%, scoring overall at a 36%. Based on the 2023 FAST Math data, 48% of the students scored at the proficiency level. Although there were academic gains in all areas, 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.

Math

By December 2023, 50% of students in grades 3-5 will score at proficiency on the PM2.

By June 2024, at least 60% of students in grades 3-5 will score at an achievement level of 3 or higher.

Science

By December 2023, 40% of students in grade 5 will score at proficiency on the mid-year checkpoint assessment.

By June 2024, at least 50% 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.

Math

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

Math data will be monitored by the Envision Math Topic Assessments (Every 3 Weeks)

Science

Mastery Connect Monthly/Bi-Monthly Assessments

Science Micro Assessment

State Science Assessment

Person responsible for monitoring outcome:

Gretchen Atkins (gretchen.atkins@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will implement Tier 1 instruction with 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 Math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on student achievement data and iObservation data, North Fork will provide professional learning communities (PLC) on a three-week rotation to help teachers implement effective classroom strategies. Various 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;

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Math and Science data will be completed by September 29, 2023. 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)

By When: Completed by October 6, 2023

Checking for understanding ongoing professional learning for the teachers to determine if students are learning and understanding the standards being taught.

Person Responsible: Salathiel Jones (salathiel.jones-blake@browardschools.com)

By When: Completed by June 2024.

Monthly Professional Learning Communities to share best practices and data discussion to enhance instructional practices.

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

By When: Completed by June 2024.

Students will attend field trips to the Frost Museum, the Kennedy Space Center, Sea World and Lion Country Safari which will provide exposure and experience that will assist students in building the background knowledge necessary to increase academic skills and close the achievement gaps in ELA and Science. Today's students are visual learners. Field trips let students touch, feel and listen to what they're learning about, which helps them build on classroom instruction, gain a better understanding of topics and exposes them to worlds outside their own.

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

By When: May 2024

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

North Fork Elementary instructional staff will implement High-Quality Tier One Instruction. Based on the 2023 FAST data, ELA overall proficiency was 32%. Although there were academic gains in all areas, Tier One and Small Group Instruction must 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 2023, 35% of students in grades 3-5 will score at proficiency on the PM2.

By June 2024, at least 40% of students in grades 3-5 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)

Person responsible for monitoring outcome:

Gretchen Atkins (gretchen.atkins@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

North Fork will provide bi-weekly professional learning to help teachers to implement effective ELA strategies . The Literacy Coach will provide a variety of research-based strategies to help teachers improve instructional delivery, thereby increasing student achievement. The strategies are accelerated coaching, modeling, co-teaching, effective planning, and feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are implemented to provide teachers with ongoing support to ensure ELA instruction is aligned to the benchmark.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 ELA data will be completed by September 29, 2023. The data will be analyzed to provide informed instructional decisions. Data analysis meetings will be conducted 24-48 after each assessment.

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

By When: September 29, 2023

Data Analysis Meetings

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

By When: 48 hours after assessment are taken.

The Science of Reading Professional Development

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

By When: September 6-7, 2023 November 15-16, 2023 February 14-15, 2024

ELA Professional Development in reading interventions (i.e., Heggerty, Benchmark Interventions, Reading Horizen, etc.)

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

By When: September 6-7, 2023 November 15-16, 2023 February 14-15, 2024

Admin and the instructional coaches will conduct daily focus walkthroughs. The data from the walkthroughs will be calibrated and discussed during leadership meetings. Based on the trends, we will make tweaks to instruction, planning and professional development.

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

By When: Through June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Decisions around funding allocations are made based on data and the identified areas of need. Resources are then selected to increase student achievement and support our academic goals.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 FAST

51% of Kindergarten students scored at the proficiency level

42% of grade 1 students scored at the proficiency level

27% of grade 2 students scored at the proficiency level

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

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

Based on the 2023 FAST ELA data:

20% of grade 3 students scored at the proficiency level

37% of grade 4 students scored at the proficiency level

38% 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 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 Measurable Outcomes

Kindergarten

By June of 2024, at least 60% of students in Kindergarten will score on grade level as measured by the FAST Assessment.

Grade 1.

By June of 2024, at least 60% of students in grade 1 will score on grade level as measured by the FAST Assessment.

Grade 2

By June of 2024, at least 55% of students in grade 2 will score on grade level as measured by the FAST Assessment.

Grades 3-5 Measurable Outcomes

3rd Grade

By June of 2024, at least 37% of students in grade 3 will score at an achievement level of 3 or higher.

4th Grade

By June of 2024, at least 32% of students in grade 4 will score at proficiency on the PM3 FAST Assessment.

5th Grade

By June of 2024, at least 50% of students in grade 5 will score at proficiency on the PM3 FAST Assessment.

Monitoring

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 impact student achievement outcomes.

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

Description:

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. §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 District Adopted Benchmark Advance Reading Program is evidence-based and aligns with B.E.S.T. ELA Standards. Benchmark Advance does align with the district's K-12 comprehensive, evidence-based reading plan.

Rationale:

Explain the rationale for selecting 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 evidence-based 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>Professional Learning</p> <ol style="list-style-type: none"> Professional Learning Communities will be conducted on a 3-week rotation in specific content areas. The district will provide ongoing professional learning and support in BEST ELA Standards. 	<p>Atkins, Gretchen, gretchen.atkins@browardschools.com</p>
<p>Assessment Analysis</p> <ol style="list-style-type: none"> Teachers will be following the assessment calendar for progress monitoring. 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>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We hold monthly SAC meetings throughout the school year and open house for all grade levels at the start of the school year. During these events, the SIP and UniSIG budgets will be shared. During our monthly SAC meetings, our instructional coaches will share our SIP progress in all content areas. The SIP can be found on our school website at <https://www.browardschools.com/northfork>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parent and student academic events are held in each Content Area, such as Literacy, Math and Science. We utilize parent links as a form of communication to keep all stakeholders up to date with information (I.e., text, recorded call, email, etc.) This keeps parents well-informed of all school events, which increases involvement and builds the school community. The Family Engagement Plan can be found on our school website at: <https://www.browardschools.com/northfork>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The master schedule was created to maximize instructional time. Teachers will be provided with instructional support in all content areas to ensure high-quality standards-based Tier I instruction. Curriculum enrichment and acceleration will be addressed through strategic small-group interventions.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan was developed to benefit the students that we serve. Various services and resources work collectively to ensure that students have what they need to be successful.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school is staffed with a school counselor and social worker. They focus on individual/group counseling and social-emotional learning.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Staff members participate in beneficial PLCs and professional development that work to improve instruction while also making them feel supported.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

North Fork Elementary has two early childhood Headstart Classes. Head Start provides comprehensive educational, emotional, social, health, and nutritional services for 3-4 years old and their families. Children are provided with various age-appropriate early childhood education/learning experiences. They participate in indoor and outdoor play and are encouraged to express their feelings. Meals are served to every child, along with a snack when they arrive. Parent involvement is encouraged by parents volunteering in the classroom, attending local parent meetings at each center, and making decisions regarding their child’s education.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1 III.B. Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment \$1,500.00						
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
5100	510	1191 - North Fork Elementary School	UniSIG			\$1,300.00
		<i>Notes: Student Calming Room/Area Allocate funds to create a room/space to support students in grades K-5 that will serve as a calming space for them in order to deescalate behavior when they have to be removed from a classroom. By deescalating the behavior and sending the student to a calm place, the student will be better able to perform academically. The items that will be purchased for the calming room are: - Rest Mat - Calming Cuddle Balls - Floor Tiles - Rainbow Sensory Viewers - Sensory Beads - Modeling Foam - You Are Extraordinary! Board Book Collection - Classroom Calming Kit - All About Me Writing Poster - Character Education Mini Posters Pack - Mindful Breathing Board - Flex-Space Wobble Cushions - Flex-Space Ball Seats</i>				
5100	642	1191 - North Fork Elementary School	UniSIG			\$200.00
		<i>Notes: Student Calming Room/Area Allocate funds to create a room/space to support students in grades K-5 that will serve as a calming space for them in order to deescalate behavior when they have to be removed from a classroom. By deescalating the behavior and sending the student to a calm place, the student will be better able to perform academically. Seating options that will be purchased for the calming room are: - Flex-Space Comfy Floor Seats</i>				
2 III.B. Area of Focus: Instructional Practice: Benchmark-aligned Instruction \$74,714.00						
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
6400	369	1191 - North Fork Elementary School	UniSIG			\$4,012.00
		<i>Notes: Curriculum Associates iReady Teacher Tool Box Purchase iReady teacher toolbox for tiered instructional purposes. During the school day, this resource will aid in providing teachers and relevant instructional support members with tiered lessons and activities to appropriately meet student academic needs. Site License term date will not extend past July 31, 2024.</i>				
5100	510	1191 - North Fork Elementary School	UniSIG			\$8,495.00
		<i>Notes: Rally Education Purchase Rally Education materials for students in grades 3-5 for extended learning opportunities. This resource will be utilized as an additional lever in</i>				

			<i>anchoring students' understanding of grade level standards in ELA, Math, and Science. The program provides students with multiple resources such as extension projects, tools for remediation, and strategic intervention materials to improve student achievement in grades 3-5.</i>		
	5100	510	1191 - North Fork Elementary School	UniSIG	\$9,179.00
			<i>Notes: Educational Development Associates Purchase Acaletics instructional materials to support mathematics for students in grades K-5, to reinforce math and science concepts, and to reinforce Florida Math Standards by providing a supplement to the core instructional materials. The Acaletics materials will be utilized for whole group instruction during the math block with K-5 scholars or during extended learning opportunities camp for our K-5 scholars as a way to strengthen their math skills. These materials will help to remediate and/or reteach skills taught during Tier I instruction. Acaletics will be used to reinforce Tier I strategies and instruction to help close the achievement gap for all scholars in math.</i>		
	5100	510	1191 - North Fork Elementary School	UniSIG	\$1,546.00
			<i>Notes: Classroom Supplies Purchase items to support reading, mathematics, science, and social studies instruction. These supplies will be used in hands-on and activities in all grade levels for direct instruction, remediation and enrichment. The supplies that will be purchased are: - X-Acto School Pro Electric Pencil Sharpener - 1" 3-Ring View Binders (White) - Super Sticky Wall Easel Pads - Pacon Presentation Boards - Swingline Desktop Stapler - Large Tab Insertable Dividers - Legal Note Pads - Pre-Sharpended Wooden Pencils - EXPO Dry Erase Markers - Tab-Top File Folders - Pentel EnerGel Deluxe RTX Retractable Gel Pens - Astrobrights Colored Paper, Spectrum Assortment - Staples Composition Notebook</i>		
	5100	330	1191 - North Fork Elementary School	UniSIG	\$1,102.00
			<i>Notes: Frost Museum Field Trip Purchase tickets for sixty-five 2nd-grade students to participate in a field trip to the Frost Museum. The Frost provides exceptional educational experiences for both students and teachers that encourage interest in STEM (science, technology, mathematics, and engineering). Frost Science is a resource for inquiry-based learning. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in Science. - (65) 2nd Grade Students @ \$16.95 = \$1,101.75</i>		
	7800	360	1191 - North Fork Elementary School	UniSIG	\$2,000.00
			<i>Notes: Transportation to the Frost Museum</i>		
	5100	519	1191 - North Fork Elementary School	UniSIG	\$2,500.00
			<i>Notes: Technological Supplies Purchase headphones to replace broken or missing ones for students to utilize while participating in online programs provided by the district. - AVID On-Ear Headphone with single 3.5mm plug Purchase printer toner supplies and flash drives to assist students with printing materials and paperwork in the classroom. - Lexmark 55B1000 Black Standard Yield Toner Cartridge - Lexmark 801 Black Economy Toner Cartridge - Lexmark T650 Black Standard Yield Toner Cartridge - Lexmark 601 Black Standard Yield Toner Cartridge - Lexar JumpDrive S60 64GB USB 2.0 Type A Flash Drive - Lexmark C540X75G Toner Collection Unit - Lexmark C2310Y0 Yellow Standard Yield Toner Cartridge</i>		
	5100	120	1191 - North Fork Elementary School	UniSIG	\$25,600.00
			<i>Notes: Extended Learning Opportunity (ELO) Stipends Provide stipends to 20 teachers to teach ELA/Math/Science Extended Learning Opportunity Camps for students in grades 2-5 with specific targets on students in ESSA groups and lowest quartile groups for remediation and enrichment. Instruction and materials will be selected based on data. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards-based, and communicate with parents concerning student progress and/or additional support. ELO sessions will be held before school, after school, during school breaks, and on Saturdays for 8 weeks between January and April 2024; the final schedule to be determined. There will be approximately</i>		

			<p>200 total students anticipated to attend the ELO camps. The student-to-teacher ratio for ELO camps will be a minimum of 10:1. If the student-to-teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. Stipends will be paid at \$40/hour. ELO Camp Time: 8 weeks x 4 hours/week = 32 hours ELO Camp Stipends: 20 teachers x 32 hours x \$40/hour = \$25,600</p>			
	5100	330	1191 - North Fork Elementary School	UniSIG		\$3,600.00
			<p>Notes: Lion Country Safari Field Trip Purchase tickets for fifty 3rd grade students to participate in a field trip to Lion Country Safari. The students will explore a 4-mile safari, with large herds of animals roaming wide open, naturalistic habitats. The safari preserve is divided into 7 main habitats, where students will see a variety of iconic animals, including some of the largest herds of zebra, rhino, and giraffe on record in the country. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in Science. The following standards will be addressed: SC.1.L.17.1, SC.2.L.17.1, SC.2.L.17.2 - (50) Grade 3 Students @ \$72 = \$3,600</p>			
	5100	330	1191 - North Fork Elementary School	UniSIG		\$6,250.00
			<p>Notes: Kennedy Space Center Field Trip Purchase tickets for fifty 4th grade students to participate in a field trip to Kennedy Space Center. Kennedy Space Center Visitor Complex education programs are among the leading science-education adventures. Students will launch into a galaxy of fun and learning through authentic NASA science, technology, engineering and math. Each program is designed to address National Science and Technology Standards through exciting and educational journeys. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in Science. The students will discover and explore many educational programs and to nurture and train the next generation of space explorers. - (50) Grade 4 Students @ \$125 = \$6,250</p>			
	5100	330	1191 - North Fork Elementary School	UniSIG		\$7,000.00
			<p>Notes: Sea World Field Trip Purchase tickets for fifty 5th grades students to participate in a field trip to SeaWorld Orlando, Florida. This field trip will provide students with an unforgettable day filled with activities designed to encourage hands-on educational experiences and exposure to science related topics aligned to the science standards. The students will connect to the natural world around them. Animal experts throughout the park can assist the students in uncovering amazing animal adaptations and learning about exciting conservation efforts to protect the world around us! Students will embark on a journey of discovery they won't forget as they explore all of SeaWorld's attractions and world class shows. To help with closing the achievement gap in ELA, a focus on key vocabulary words and Science practices will be emphasized. This exposure and experience will assist students in building background knowledge necessary to increase academic skills in Science. The following standards will be addressed: SC.5.E.7.2, SC.5.L.17. - (50) Grade 5 Students @ \$140 = \$7,000</p>			
	5100	220	1191 - North Fork Elementary School	UniSIG		\$2,048.00
			<p>Notes: FICA (Social Security): ELO Stipends</p>			
	5100	240	1191 - North Fork Elementary School	UniSIG		\$256.00
			<p>Notes: Workers Compensation: ELO Stipends</p>			
	5100	250	1191 - North Fork Elementary School	UniSIG		\$26.00
			<p>Notes: Unemployment: ELO Stipends</p>			
	6300	160	1191 - North Fork Elementary School	UniSIG		\$1,100.00
			<p>Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.</p>			

3	III.B.	Area of Focus: Instructional Practice: ELA				\$103,811.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1191 - North Fork Elementary School	UniSIG	1.0	\$62,805.00
			<i>Notes: Resource Teacher Hire one Resource Teacher/Interventionist to work with grades K-5 students to ensure the Tier 1 instruction in the classroom is supplemented with the materials purchased through UNISIG funding. The interventionist will push in and pull out small groups to provide Tier 2 and Tier 3 interventions in both reading and math. They will provide support to the classroom teachers by analyzing data and using it to drive instruction. The Resource Teacher/Interventionist will create and maintain an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.</i>			
	6400	120	1191 - North Fork Elementary School	UniSIG		\$15,000.00
			<i>Notes: Professional Development Stipends Provide stipends to 25 teachers to engage in fifteen hours of professional development/training throughout the school year. The PD will include supported instructional planning, professional learning communities (PLCs) and other general training sessions and will occur during the 2023-24 school year, scheduled afterschool or on Saturdays. 25 Teachers: 18 classroom teachers, 2 specials teachers, 3 coaches, 2 ESSER teachers \$40/hour stipends for 25 teachers to participate in scheduled professional development and curriculum planning sessions from September 2023 to May 2024. If not expended during the school year, additional planning and training will be conducted during summer 2024. - Professional Development Stipends: 25 teachers x 15 hours x \$40/hour stipend = \$15,000 **District Trainers and School Based Coaches will facilitate the PD sessions. If stipends are necessary, they will be paid from other funding sources.</i>			
	5100	210	1191 - North Fork Elementary School	UniSIG		\$8,523.00
			<i>Notes: Retirement: Resource Teacher</i>			
	5100	220	1191 - North Fork Elementary School	UniSIG		\$4,805.00
			<i>Notes: FICA (Social Security): Resource Teacher</i>			
	5100	230	1191 - North Fork Elementary School	UniSIG		\$10,633.00
			<i>Notes: Health Insurance: Resource Teacher</i>			
	5100	240	1191 - North Fork Elementary School	UniSIG		\$629.00
			<i>Notes: Workers Compensation: Resource Teacher</i>			
	5100	250	1191 - North Fork Elementary School	UniSIG		\$51.00
			<i>Notes: Unemployment: Resource Teacher</i>			
	6400	220	1191 - North Fork Elementary School	UniSIG		\$1,200.00
			<i>Notes: FICA (Social Security): PD Stipends</i>			
	6400	240	1191 - North Fork Elementary School	UniSIG		\$150.00
			<i>Notes: Workers Compensation: PD Stipends</i>			
	6400	250	1191 - North Fork Elementary School	UniSIG		\$15.00

	<i>Notes: Unemployment: PD Stipends</i>
Total:	\$180,025.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No