

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NORTH FORK ELEMENTARY SCHOOL

District Name: Broward

Principal: RENDOLYN AMAKER

SAC Chair: ERICA JONES MAJOR

Superintendent: MR. JAMES F. NOTTER

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
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325 West Gaines Street
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VISION and MISSION STATEMENTS

Mission Statement: Provide a safe and optimal learning environment that sets high expectations for each student to become creative, responsible and productive individuals in today's changing society.

Vision Statement: Educating students today, while preparing them for tomorrow.

Core Beliefs:

- All students can learn
- Learning starts at home, continues and expands in school
- Everyone is accountable for improve student achievement
- Learning must take place in a safe, secure environment
- We must treat all stakeholders with respect and dignity

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

North Fork Marine Science Elementary School is located at 101 N.W. 15th Avenue in downtown Ft. Lauderdale, Florida. The original school building was built in 1964, additional buildings were added to accommodate increasing enrollment. The school currently has 556 students Pre-K through fifth grade. Approximately 93% of these students meet requirements for the Free and Reduced Breakfast/ Lunch Program. The school has been designated a Title I Grant school and receives additional funding under this designation

As a Marine Science Magnet, North Fork Elementary students participate in an exploratory curriculum focusing on South Florida's waterways, nautical systems, maritime businesses and industries ocean sciences. This research – oriented program incorporated field trips, mentorships, stimulating hands-on activities and sophisticated laboratory experiments. North Fork's students are prepared to enter the Marine Science Magnet at New River Middle School.

For the 2008-2009 school year, North Fork Elementary received a designation of Grade D, under the Florida A+ Plan, with 434 points. North Fork Elementary has not made AYP in six (6) years and has a designation of SINI 6, Correct II.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

- Awarded a Nutrition Grant
- Proficient Levels in Reading, Math and Science have increased.
- Increased Partner in Education relationships by 25%
- Participating in the Passport to Peace Program.
- In the 2009-2010 school year, North Fork Elementary will departmentalize grades 3-5 to more homogeneously group students with similar learning needs.
- In addition, North Fork will have a Gifted/High Achievers class on each grade level.
- North Fork will provide Staff Development and Learning Communities for the faculty and staff
- North Fork Elementary has a curriculum coach for Reading, Math, and Science.

Unique School Weaknesses for Next Year

- North Fork Elementary received a D under the Florida A+ plan, with 434 points.
- Due to the Reduction in Force, North Fork will start the 2009-10 school year with 6 teachers that are new to the staff.
- Currently, our school has not made AYP for the past seven years. As a result, North Fork Elementary are a SINI 6, Correct II school. • Thereby, reducing the continuity of Staff Development and instruction.
- Learning Gains for the bottom quartile fell 21 percentile points – reduction in funding will challenge North Fork's ability to provide resources to struggling readers in all grade levels.
- Loss of School Nurse
- Loss of Community Liaison

Student Demographics

Student Demographics

- At the end of 2008- 2009 school year, North Fork Elementary had 534 students from Pre-K through Fifth Grade. 94.1% - Black, non- Hispanic, 2.65% - Hispanic, 2.48% - Mixed Race, 0.35 % - White. North Fork Elementary serves the Homeless Population from the Salvation Army, In addition, students housed in Women's In Distress also attend North Fork Elementary.

Student Attendance Rates

Student Attendance Rates

2007 2008 2009
94.50 94.60 94.50

Student Mobility

Student Mobility

2007 2008 2009
43.50 29.00 35.60

Student Suspension Rates

External - 2007 2008 2009

2.00 2.80 2.10

Internal - 2007 2008 2009

.30 3.00 10.90

Student Retention Rates

2007 2008 2009

9.77 8.80 9.50

Class Size

2007 2008 2009

K- 3 17.78 16.75 17.51

4 – 5 18.55 17.74 19.15

Academic Performance of Feeder Pattern

- Students from North Fork Elementary attend Arthur Ashe Middle School (C – Florida A+ Plan), unless the students matriculate to the Marine Science Magnet Program at New River Middle School (B – Florida A+ Plan), Lastly, North Fork Elementary's students attend high school at Stranahan High School (C – Florida A+ Plan).

Partnerships and Grants

North Fork Elementary have benefited from partnerships with our main contributors including: Holland & Knight, PA, YMCA of Broward, Princeton Review and Alpha academics. These partners provide classroom volunteers and funds for educational programs. New partners for the 2009/2010 School year are Barnes and Noble, LA Lee, YMCA, Dorsey Riverbend Homeowners Association, Ft. Lauderdale Police Department, and the City of Ft. Lauderdale Parks and Recreation.

In 2008-2009, North Fork Elementary was selected to receive a grant from the Hanley Center, which brought the Passport to Peace character education program to our school. Two of North Fork's teachers received TDIF (Teacher Directed Improvement fund) grants to attend educational conferences on Autism and special education.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Rendolyn Amaker	BA-English MS- English Education Certifications: School Principal; English 6-12; ESOL Endorsement; Middle Grades Endorsement	2	11	Principal- North Fork Elem. 2008-09 School Grade: D – 434 pts Reading Proficiency 51% Math Proficiency -53%, Writing Proficiency- 86% Science Proficiency -29% AYP: Met Criteria in Reading and Writing only 2007-08 School Grade: C – 458 pts. Reading Proficiency - 44%, Math Proficiency -51%, Writing Proficiency -97%, Science Proficiency -22% AYP in Math & Writing only Did not make AYP in Reading Assist. Prin. - AC Perry Elem. 2006 – 2007 School Grade: A – 596 pts Reading Proficiency -74%, Math Proficiency -80%, Writing Proficiency -86%, Science Proficiency -50% AYP: All subgroups met criteria
Assis Principal	Chelsea Smith	MA-Elementary Education EdS-Educational Leadership Certified in: Elem. Ed. 1-6; Educational Leadership K-12; ESOL Endorsement	4	2	Asst. Principal North Fork Elem 2008-09 School Grade: D – 434 pts Reading Proficiency 51% Math Proficiency -53%, Writing Proficiency- 86% Science Proficiency -29% AYP: Met Criteria in Reading and Writing only 2007-08 School Grade: C – 458 pts. Reading Proficiency - 44%, Math Proficiency -51%, Writing Proficiency -97%, Science Proficiency -22% AYP in Math & Writing only Did not make AYP in Reading 2006-07 Grade: F Reading Proficiency - 37%, Math Proficiency -44% Writing Proficiency -36, Science Proficiency -25% AYP did not meet proficiency in Reading or Math, Writing made AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
READING	Stephanie Wallace	BA: Elem Ed ESOL Endorsement; Reading Endorsement	6	2	2008-09 School Grade: D – 434 pts Reading Proficiency 51% Math Proficiency -53%, Writing Proficiency- 86% Science Proficiency -29% AYP: Met Criteria in Reading and Writing only 2007-08 School Grade: C – 458 pts. Reading Proficiency - 44%, Math Proficiency -51%, Writing Proficiency -97%, Science Proficiency -22% AYP in Math & Writing only Did not make AYP in Reading 2006-07 Grade: F Reading Proficiency - 37%, Math Proficiency -44% Writing Proficiency -36, Science Proficiency -25% AYP did not meet proficiency in Reading or Math, Writing made AYP
MATH	Christopher Raden	BA: Elem Ed ESOL Certified: Math 5-9		17	2008-09 School grade A All level 1 students increased at lease 1 level or more 2007-2008 School grade A- 90% of students increased in Math and Reading
					2008-2009 District A++ Coach in the area of Science

SCIENCE	Wanda Ponder	BA,MS:READING CERTIFIED in ELEM. Ed K-12	10	Average scores increased by 5% in level 2 and higher Gains among 70% of schools serviced 2007-2009 Worked as a District content coach where average gains were made at all schools
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. North Fork Elementary will provide staff development based on need assessment to improve the knowledge base and capacity of the faculty and staff. The staff development will move teachers from the foundation level to the accomplish level.	Instructional Coaches: Reading Math Science	June 2010	
2. New Teachers to North Fork Elementary will be enrolled in a school-based induction program where they will receive support and mentoring from trained facilitators.	NESS Coaches Principal/Assistant Principal	June 2010	
3. Regular meetings of new teachers with Administration.	Principal/Assistant Principal	June 2010	
4. Partnering new teachers/teachers with less than 3 years experience with veteran staff.	NESS Liaison	June 2010	
5. Teachers will be an integral part of the decision making process through their involvement in Professional Learning Communities.	Team Leaders/Instructional Coaches	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
NONE	NONE	NONE	NONE

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
39	0	44	37	19	34	100	12	0	93

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
D. Whittenberg	J. Saffoury	New to Building	1. Monthly meetings for interactive discussions regarding best practices, trends and creative ideas and technology. 2. Release time to observe a model classroom. 3. Coaching and modeling strategies to enhance instruction. 4. Hands on assistance with all data compilation and analysis.
D. Brown	A. Simmons	New to Building	1. Monthly meetings for interactive discussions regarding best practices, trends and creative ideas and technology. 2. Release time to observe a model classroom. 3. Coaching and modeling strategies to enhance instruction. 4. Hands on assistance with all data compilation and analysis.
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S. Blake	L. Morris	New to Building	observe a model classroom. 3. Coaching and modeling strategies to enhance instruction. 4. Hands on assistance with all data compilation and analysis.
S. Smith	E. Vargas	New to Building	1. Monthly meetings for interactive discussions regarding best practices, trends and creative ideas and technology. 2. Release time to observe a model classroom. 3. Coaching and modeling strategies to enhance instruction. 4. Hands on assistance with all data compilation and analysis.
S. Lubitz	S. Henshel	New to Building	1. Monthly meetings for interactive discussions regarding best practices, trends and creative ideas and technology. 2. Release time to observe a model classroom. 3. Coaching and modeling strategies to enhance instruction. 4. Hands on assistance with all data compilation and analysis.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- North Fork Elementary uses Title I funds to pay for substitute teachers during staff development events.
- Supplemental teacher salaries
- Provide classroom materials and supplies
- Technology – computers, printers, Document Cameras, VCR/DVD Players
- Parent trainings - The parent trainings and materials are geared toward teaching parents how to assist their children with academics at home.
- After-school tutoring program, Saturday enrichment camp and materials.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the district's Drop out Prevention Program.

Title II

Funds are used to offer supplemental academic instruction.

- Saturday Camp
- After school camps

Title III

Funds are used to provide services to our English Language Learners (ELL) students. The items included:

- Curriculum materials
- Classroom materials and supplies
- District Support Personnel

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

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

used to purchase curriculum materials for these SAI programs.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

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

Funds are provided for:

Teacher salaries

Teacher Assistants/Paraprofessionals

Classroom materials and supplies

District Support

Curriculum materials

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Rendolyn Amaker- Principal – will preside over the process and represent the adm./school/district/community perspective
Chelsea Smith- Assistant Principal- will represent the administrative and student discipline perspective
Erica Jones Major-School counselor – will represent students services
Tammy Cheney- ESE Specialist- will represent the ESE and IDEA perspective
Marilyn Pyers- Speech Language Pathologist – will represent the Speech and Language perspective
Stephanie Wallace- Reading specialist – will represent the reading curriculum perspective
TBA (Math Coach) - will represent the math curriculum perspective
TBA (Science Coach - will represent the Science curriculum perspective
TBA (Psychologist) – will represent district, evaluation options and IDEA perspectives
Sandra Johnson-Social Worker – will represent the social needs of North Fork Elementary
Grade Level Team Leaders – monitor the completion of action steps in SIP Plan.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI- Leadership Team will focus on diagnostic and prescriptive interventions for students, who have been referred for academic and/or behavioral concerns. The RtI – Leadership team will meet North Fork Elementary weekly, or as needed. Possible topics will included, but not limited to, SIP, appropriate instructional groups, data analysis, CPST strategies, response to interventions and articulation between North Fork Elementary grade levels.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

SIP development, implementation and monitoring is facilitated by the Assistant Principal, SAC Chairperson and Instructional Coaches. Each teacher is on a SIP/Curriculum committee. Based on the school grade data, objectives developed. The SIP committees spearhead the development of action steps. The RtI- Leadership Team will focus on diagnostic and prescriptive interventions for students, who have been referred for academic and/or behavioral concerns. The North Fork Elementary RtI – Leadership team will meet weekly, and as needed. Possible topics will included, but not limited to, SIP, appropriate instructional groups, data analysis, CPST strategies, response to interventions and articulation between grade levels. Lastly,

the Grade Level Team Leaders will monitor the completion of action steps outlined in the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading inventory
Diagnostic Assessment (ERDA)
End of year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis for all grade levels during common planning times.

Describe the plan to train staff on RtI.

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Professional development will be provided during the first early release day and two small sessions will occur throughout the year as needed. Two PD sessions entitled: #1 "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining #2 Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.
The RtI team will also evaluate additional staff PD needs during the bi-weekly North Fork Elementary CPST meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Third and Fifth grade students are performing at district level in all Strands in Mathematics.

- 92% of the students met high standards in writing
- Fifth graders are performing at district average in Science.
- The number of students below grade level in Reading and Math has decreased.

Weaknesses: Across all grade levels the weakest benchmark in Reading is main idea.

- Fourth grade students were below the district on all benchmarks/strands except for Word Phrases in Reading and Data Analysis and Geometry in Math.-

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

- The Instructional Focus Calendars (IFCs) were created in June 2009 based on 2008 FCAT disaggregated data , The IFC will be updated in October 2009 as determined by disaggregated data results from the September District Benchmark Assessment test and again in January 2010 as determined by the disaggregated data results from the December District Benchmark Assessment Test.
- The 2009 FCAT results were utilized to develop the IFC. Data results from the September pre-test and the December mid-term test will also be utilized.
- Team Leaders disaggregated the 2009 FCAT data and teachers will be responsible for determining the instructional focus of whole group lessons and small group differentiated instruction.
- Benchmarks were selected as indicated by students' strengths and weaknesses, which was measured by class work assignments, assessment and data results.
- The duration of each benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks by December. Within the amount of time allotted in the IFC teachers will provide instruction on each Benchmark, allow students an opportunity to practice, assess the students' knowledge and then reteach the Benchmark as indicated by students' progress, either in whole group or small group setting.
- Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data and conduct meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will be assigned to teachers who are demonstrating signs of struggling with IFC implementation.
- Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them and participate in the process of observing other teachers who are successful. The Leadership Team will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

- Reading: Main Idea /Purpose was the least proficient benchmark and will be given priority focus.
- Mathematics: Geometry was the least proficient strand in the fourth grade and will be given the priority focus.
- Science: Physical and Chemical Science was the least proficient strand and will be given the priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

- On the release of FCAT scores, the administration determined students' learning gains by teacher and adjusted the master schedule to prevent low performing teachers from teaching the same class again.
- An analysis of learning gains allowed the strongest teacher to be placed with the weakest students.

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

—DO—

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Student achievement data will be disaggregated to determine the students' areas of strengths and weaknesses. Also, teachers will analyze the data to determine which strands need more focus. Grade level teachers will work together during their daily common planning time to plan instructional delivery for all subjects. Teachers will meet throughout the school year to share best practices and model lessons for each other. The curriculum and content is aligned to Florida Sunshine State standards and the FCAT to ensure focused instruction and student achievement.

How are instructional focus lessons developed and delivered?

Student achievement data will be disaggregated to determine the students' areas of strengths and weaknesses. Also, teachers will analyze the data to determine which strands need more focus. Standardized test scores will be used to prescribe intervention strategies for struggling students and enrichment activities for high achievers. Teachers will use lessons from BEEP and use classroom resources (smart boards, etc.) to deliver lessons. Lessons were selected based on IFC, student assessment data to meet students' needs. Subject (content) area teachers will deliver instructional content to whole group, then students will apply their knowledge through guided practice with feedback from the teacher, finally, teacher will review key concepts then students will complete differentiated assignments at centers and/or individually.

How will instructional focus lessons be revised and monitored?

Lessons will be reviewed after students complete the follow-up assessments. If the data shows that lesson was ineffective, the curriculum team will revise the lessons for re-teaching. North Fork Elementary will use District-supported assessment tools to assess student progress and progress monitor effectiveness of instruction.

—CHECK—

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

North Fork Elementary will use the Florida Assessments for Instruction in Reading (FAIR) computer adaptive assessment to gain a more reliable assessment of student ability that can be administered every 20 days.
Mini Assessments and checkpoint will be given following each benchmark lesson to measure student progress.
Broward Benchmark Assessment test (BAT) in September and November.
Weekly writing prompt assessment for grades K-5.

All assessments will be integrated into the curriculum and instruction. The assessments will mimic the format of the FCAT. Teacher teams will meet frequently to review assessment results. Lastly, assessments from the core text will also given an indication of proficiency.

How are assessments used to identify students reaching mastery and those not reaching mastery?

All assessment results will be kept in a binder for each student so that mastery /no mastery can be determined as a glance. Assessment data will be posted in the data room and discussed at bi-monthly DATA meetings. Students scoring 80% or higher will achieve mastery of the benchmark skill. Assessment results will determine which students move on, which require re-teaching or remediation activities to provide more practice. Students that achieve mastery will be given additional activities to reinforce skills before moving to the next benchmark skill.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Weekly/daily Instructional Focus lessons are aligned to the district and state adopted content standards and the K-12 Reading plan. Students are assessed at the end of each Benchmark lesson. Time for teaching and re-teaching skills are allotted for in the calendar. Students who are performing at mastery levels will receive enrichment activities while non-mastery students receive intervention lessons on their level providing differentiated instruction. Data will be used to determine what additional practice, remediation, or tutorial is appropriate to increase student achievement.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly to review assessment data by grade level and content area. Administration and the curriculum staff will meet with teachers weekly and monthly to review assessment data and determine any modifications or additional materials needed to meet students' needs. Data meetings will be facilitated by Administration and documented on each teacher's Data form in the Data binder for follow up at the next meeting.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal will review school-wide results on Above the clouds data file as well as teacher's Data binders. Administrators and leadership team will play a major role in monitoring the implementation of the plan. Classroom walk-through logs will be kept to document classroom visits they make. Administration will also meet periodically one-on-one with students and teachers to review test scores, celebrate successes and motivate high achievement school-wide. Throughout the school year the Principal will use surveys to assess the process, the school climate, and stakeholder satisfaction.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading

Core: Treasures & Triumphs, Trophies

Supplemental: Core practice workbooks, FCAT Explorer, Words Their Way, Accelerated Reader

Intervention: Great Leaps, Buckle down, Elements of Vocabulary, Scoring High

Math

Core: Harcourt Math

Supplemental: FCAT Explorer, Fast Track to FCAT workbook, Calendar Math, FCAT dailies

Intervention: Measuring Up, First in Math, Buckle down Math

Science

Core: Delta Hands on Kits

Supplemental: Harcourt Science FCAT Assessment workbook, Beep-United Streaming

Intervention: Buckle down Science

Writing

Core: Beep Writing Lessons

Intervention:

Quick reads

Riverdeep

Accelerated Reader Program

Afterschool Tutorials

Trophies Intervention
Triumphs
Wilson Foundations

Supplemental:
Buckledown – Reading, Math and Science
ENI Supplemental materials
First in Math
River deep (Destination Reading/Math)
Differentiated instruction

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students are provided technology-enhanced tutorials, such as using educational software programs like Compass Learning, Leap Frog, and Riverdeep. Students also receive tutorials through one-on-one instruction with the teacher, learning center activities, books on tape, and peer activities. Push in groups, pull out groups, additional enrichment based on the Struggling readers chart will be utilized.

Before School – Breakfast of Champions reading program – utilizing AR books
Before School – Tier 1 and Tier 2 student will utilize the computer lab and the Compass Odsessy program
Afterschool tutorials – Reading/Math/ Science/Writing
America Reads – pull out tutoring
Bottom Quartile Tutoring – Reading/ Math – during specials
Double/triple dosing for reading
Differentiated centers in reading, math and science

How does the school identify staff's professional development needs to improve their instructional strategies?

North Fork Elementary identify the staff's professional development needs by reviewing teacher classroom assessment results, needs identified by teachers on their professional development plan, and administrator observations. Training needs will also be evaluated after each quarter. In addition, PGP's will be developed based on the student data (FCAT, SAT, retentions, etc) at the beginning of the year and monitored by the Rti team during data analysis meetings.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coaches, administration, counselor, etc.), students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Assessment data is analyzed prior to placing students in tutoring programs. The tutoring program will support each students' area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments/check points and with the appropriate programs. All students will be selected to attend after school tutorial camp and SES Tutorials.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a students not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Grade level teams will meet to discuss test core-content areas and the implementation of mini benchmark assessments and checkpoints (reading, math, science, writing) monthly. Adjustments will be made as deemed necessary.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

North Fork will utilize the Distance Learning program to conduct electronic field trips and interactive sessions with experts and organization in the fields of reading, math, science and social studies. North Fork Elementary will also engage in multimedia projects that will extend the learning opportunities and allow students to build knowledge constructively, which will benefit all students at all levels. In addition, North Fork will employ the discovery method of learning during specials (Art, Music, Science, Physical Education and Media). A Saturday Camp in Reading, Math and Science. This camp will be invitation only for those students who scored Levels 3, 4 and 5 on the FCAT and 65% or above on the SAT. Students who consistently demonstrate mastery will be given additional assignments or projects to extend the activity and provide reinforcement.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in content areas, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Students identified as gifted and high achievers through the CPST process are also given enrichment activities. Teacher recommendation is also taken into consideration.

Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student with higher leveled assignments, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Rti Team	R. Amaker, Principal	Bi-weekly	Fridays	Data Analysis, IFC, IF Timeline, grade level and school focus, SIP goals and staff development
Grade K-5 teachers, SAC Chair, Instructional Coaches	SAC Chair – E. Major	Monthly	3rd Thursday	Review action steps from the SIP; IFC; IF Timeline
All Staff	C. Smith, AP	Monthly	Mondays	Book Study- Read and share implications for classroom applications
Grade K – 5 teachers, Special teachers, Instructional Leaders, Adm.	Instructional Leaders	Weekly	Wednesdays	Review academic, behavioral, and operational responsibilities of classroom teachers, share best practices, review student data, plan lessons and activities areas
K-5 teachers Differentiated Centers Reading and Math	Instructional Coaches	Weekly	During Grade level meetings	Share, create and discuss center activities that meet instructional levels of students.
3rd, 4th, and 5th grade Science teachers	M. Soucy, Magnet Coordinator	2X monthly	Wednesdays, Science building	Analyze effectiveness of lessons, review IFCs mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. data, share and model lessons

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

The Pre-school program at North Fork Elementary is designed to transition ore-school children to local elementary school programs. Orientation meetings will be held prior to the start of the school year for prospective kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
47% of the total population scored at or above grade level in reading		By June 2010, 60% of the total population will score at or above grade level in reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement a 90 minute uninterrupted reading and 30 minutes of intervention for students below the 30th percentile or below level 3 in reading proficiency	1. Principal, Reading Resource Specialist, Instructional Coaches, and classroom teacher	1. During Data chats, Review BAT 1, BAT 2, mini assessments, checkpoints. This ensures that teachers are clearly identifying the needs of students.	1. BAT 1 and BAT 2, biweekly mini-assessments and checkpoints.
2	2. Every class will conduct a 20 minute review of the benchmark located on the IFC. The scientifically based Reading series – Harcourt Trophies and Treasures are the comprehensive core reading program that supplemented with programs such as Buckle Down – Reading, CARS and STARS	Principal, Reading Resource Specialist, Instructional Coaches, and classroom teacher	Administration and Instructional coaches will monitor implementation through CWT	Daily classroom Walk through (CWT) log, mini benchmark assessment, and checkpoints,
3	Utilize higher order questions and Essential questions	Administration and Instructional Coaches	Lesson plans will be reviewed during CWT	Daily classroom Walk through (CWT) log, mini benchmark assessment, and checkpoints
4	Students will attend an academic camp for reading	Instructional coaches	Administration and Instructional coaches will monitor implementation through CWT	Daily classroom Walk through (CWT) log, mini benchmark assessment, and checkpoints
5	ESE and ESOL students will be double dosed through voyager computer program daily.	Principal Teachers	Computer logs	BAT results FAIR results

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
39% of the bottom quartile made learning gains in reading		By June 2010, 60% of the bottom quartile of Black subgroup will make learning gains in reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement a 90 minute uninterrupted reading and 30 minutes of intervention	1. Principal, Reading Resource Specialist, Instructional Coaches, and classroom teacher	1. During Data chats, Review BAT 1, BAT 2, mini assessments, checkpoints. This ensures that teachers are clearly identifying the needs of students	1. BAT 1 and BAT 2, biweekly mini-assessments and checkpoints
2	Students in grades 2 -5 will complete mini bench mark	Principal, Reading Resource	Administration and Instructional coaches will	FAIR OPM data will be used to determine progress from

	assessments and checkpoints to determine progress. Results will be utilized to realign instructional focus time line, whether to reteach benchmark	Specialist, Instructional Coaches, and classroom teacher	monitor implementation through CWT	BAT 1 to BAT 2 and BAT 2 to FCAT
3	Instruction will be provided, with technology in grades K – 5 by using River deep, Compass Odyssey, Leap Frog, Accelerated Reader, FCAT Explorer, Distance Learning and the internet	Principal, Reading Resource Specialist, Instructional Coaches, and classroom teacher	The instructional coaches and the classroom teacher will analyze results from mini-assessments and checkpoints to ensure all student academic needs are met.	FAIR OPM data will be used to determine progress from BAT 1 to BAT 2 and BAT 2 to FCAT
4	SES Tutoring	Principal, SES liaison, teachers	Make sure necessary benchmarks are covered. Review student progress results.	BAT results FAIR results
5	Plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	RTI Team / Case Manager	Student progress is assessed using DAR (Diagnostic Assessments in Reading) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	DAR (Diagnostic Assessments in Reading) Data.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 50% of the bottom quartile made learning gains in reading	1. FAIR Training 2. Implementation of IFC, Instructional Timeline and Test specifications	1. District Personnel 2. Instructional Coach - Reading	1. July 2009 – ongoing 2. August 17, 2008- on going	1. CWT; Monitoring of assessment information 2. CWT	1. Administration; Reading Coach 2. Administration; Reading Coach
By June 2010, 55% of the total population will score at or above grade level in reading	Professional Learning communities	Administration and reading coach	September 2009 – on going	Administration will attend. PLC journals and analysis of test data	Administration; Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle down	General School Budget	\$3,500.00
Fast Track to FCAT	General School Budget	\$3,600.00
		Total: \$7,100.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus	Accountability	\$2,500.00
		Total: \$2,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCRR Binder/centers	Title I – staff development	\$0.00
Data analysis for Continuous school	Title I – Staff Development	\$200.00
"Rigor is not a four letter word.What great teachers do differently"	ord. Title I – Staff Development	\$0.00
A Frame work to Understanding Poverty	Title I – Staff Development	\$0.00
		Total: \$200.00
Other		

Description of Resources	Funding Source	Available Amount
Manatee Camp- After school camp program	Title I	\$10,000.00
Weekly Reader	Accountability	\$1,000.00
Time Magazine for Kids	Accountability	\$1,000.00
		\$0.00
		Total: \$12,000.00
		Final Total: \$21,800.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
53 % of students in grades 3 – 5 met high standards in Math			By June 2010, 60% of students in grades 3 – 5 will score at or above level 3 in Math as measured by the FCAT Assessment	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grade K – 5 will differentiate instruction through centers and hands-on manipulative kits. Each center will provide activities that have varied levels of difficulties based on student needs	Principal, AP, Chris Raden Instructional coach – math, class room teacher	Mr. Raden will provide a make and take staff development on differentiated centers. Mr. Raden will demonstrate how to use centers effectively	Progress of students on mini assessments and checkpoints. Data chats with students and teachers
2	Students will be identified to attend after-school tutoring 2X a week	Chris Raden, Math Coach Teachers	Review mini assessments. Teachers contact parents for permission to attend camps.	BAT results Mini assessments Daily work

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
53 % of Black/Disadvantaged subgroup students in grades 3 – 5 met high standards in Math			By June 2010, 60% of Black/Disadvantaged subgroup students in grades 3 – 5 will score at or above level 3 in Math as measured by the FCAT Assessment	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	3rd through 5th grades are departmentalized for math. Which will allow for more in-depth instruction. Students will attend an academic camp for reading and math	Principal, AP, Instructional coach – math, class room teacher Instructional coaches	Administration and Instructional coaches will monitor through CWT and attend weekly grade level and department meetings Administration and Instructional coaches will monitor implementation through CWT	Mini- assessments and check points and data chats Classroom Walk through (CWT) log, mini benchmark assessment, and checkpoints
2	Harcourt curriculum will be used to accommodate ESE students with disabilities	Chris Raden, Math Coach Teachers Aldene Williams, Curriculum Specialist	Math Coach will assist teacher with the creation and implementation of math centers. Maintain a record of strategies and interventions utilized in plan book	Mini BATs and Harcourt Math Tests will be administered to students after each unit. Mini BATs and Harcourt Math Tests will be administered to students after each unit.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 3 – 5, 54% of the student made learning gains		By June 2010, 60% of students in grades 3 through 5 will achieve learning gains in math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grade K – 5 will differentiate instruction through centers and hands-on manipulative kits. Each center will provide activities that have varied levels of difficulties based on student needs	Principal, AP, Mr. Raden Instructional coach – math, classroom teacher	Instructional	Progress of students on mini assessments and checkpoints. Data chats
2	2. Teachers in grades 3 -5 will use the following as small-group re-mediation: FCAT Explorer, Buckle Down Math, FCAT Dailies, Harcourt's Fast Track to FCAT, to provide students with instruction in test taking strategies.	2 . Principal, AP, Chris Raden, Instructional coach – math, classroom teacher	2. Instructional Leader and Math coach will observe and model during classroom instruction and use of test preparation materials	2. FCAT Explorer, mini assessments and checkpoints BAT results Also, Harcourt Math Tests will be administered to students after each unit.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 57% of students in grades 3 through 5 will achieve learning gains in math	Implementation of IFC, Instructional Timeline and Test specifications	Chris Raden Instructional Coach - Math	August 17, 2008- on going	CWT; Monitoring of assessment information	Administration; Chris Raden Math Coach
By June 2010, 56% of students in grades 3 – 5 will score at or above level 3 in Math as measured by the FCAT Assessment	Differentiated centers	Chris Raden Instructional coach - District	Sept 24, 2009	CWT; Monitoring of assessment information	Administration; Chris Raden Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle down	General Budget	\$3,500.00
Calendar Math Training	Title I	\$700.00
		Total: \$4,200.00
Technology		
Description of Resources	Funding Source	Available Amount
First in math	Accountability	\$8,000.00
		Total: \$8,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Data analysis for Continuous school improvement Using data to improve student learning in Elementary school	Title I – Staff Development	\$0.00
Rigor is not a four letter word What great teachers do differently.	Title I – Staff Development	\$0.00
A Frame work to Understanding Poverty	Title I – Staff Development	\$0.00
Differentiated Centers	Title I – Staff Development	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Manatee Camp- After school tutoring program	Title II	\$10,000.00
		Total: \$10,000.00

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
29% of the 5th grade students scored Level 3 or above on the FCAT Science		By June 2010, 40%, of the 5th grade students will score at Level 3 or above on the FCAT Science		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students grades K- 5 will be exposed to, learn and utilize proper science terminology and vocabulary through BEEP lessons	1. Principal, AP, Wanda Ponder, Instructional coach – science, class room teacher.	1. Administer vocabulary assessments, in which students will be required to connect the terminology learned to real life situations. Vocabulary will be reinforced in Science special	1. Science mini assessments, BAT results and Science checkpoints
2	2. Participant in weekly hands on activities	2. AP, Wanda Ponder, Instructional coach	2. Activities will be posted on bulletin boards and be monitored by the instructional coach and AP	2. Science mini BAT assessments, Lab report logs, Science BAT results checkpoints
3	Departmentalization in science grades 3-5. This rotation will allow for in-depth instruction	Principal, AP, Ms. Ponder, Instructional coach – science, class room teacher	Daily CWT. Team and subject areas will and review data at weekly meetings	Science mini BAT's to guide instruction, unit assessments, checkpoints and Science BAT results
4	Students in Grades 3-5 will use Harcourt Science Text, the Broward Hands-on Kits and , FCAT science Dailies, Science journals, FCAT Explorer, and Test Specs	Wanda Ponder, Science coach	Model and monitor proper execution of lessons. Demonstrate through make and take, effective science centers	Science mini BAT's to guide instruction, unit assessments, checkpoints and Science BAT result

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 35%, of the 5th grade students scored Level 3 or above on the FCAT Science	Implementation of IFC, Instructional Timeline and test specifications	Instructional coach	August 17, 2009 – on - going	CWT	Wanda Ponder, Instructional coach /administration
By June 2010, 35%, of the 5th grade students scored Level 3 or above on the FCAT Science	Broward Hands-on Science Kits, Test Specifications Grades 4th-5th, Next Generation Sunshine Standards, the 5 E Teaching Model	Wanda Ponder, Science Coach	September 23, 2009	Check teacher plan books for implementation and delivery of lesson. Teachers will compose a reflection based on a lesson done in class	Wanda Ponder, Science coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckledown	General Budget	\$3,500.00

Total: \$3,500.00		
Technology		
Description of Resources	Funding Source	Available Amount
Science Alive Videos	Accountability	\$1,000.00
Total: \$1,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Test Specification Training	Title I	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Manatee Camp- After school tutoring program	Title I	\$10,000.00
Total: \$10,000.00		
Final Total: \$14,500.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
86% of the 4th Grade students scored 3.5 and above on the FCAT Writing		By June 2010, 90% of the 4th grade students will score 3.5 or above on the FCAT Writing Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. An initial assessment to determine strengths and weaknesses and level of instruction.	1. Curriculum Specialist, Administration	1. Initial writing test	Mini assessments from BEEP ; Teacher made prompts
2	2. All students will complete monthly writing prompts to identify strengths and areas of improvement.	Curriculum Specialist, Administration	Monthly writing prompts	Scored using the FCAT rubric and graded results and monthly writing tool and entered on virtual counselor.
3	4th grade teachers and instructional coaches will meet as a Professional Learning Community to score monthly prompts, make adjustments to curriculum and rigor as needed.	Curriculum Specialist, Administration, class room teachers and instructional coaches	Attend meetings and monitor writing prompts and revisions through data collections and chats and CWT	Progress between initial prompts, monthly prompts
4	4th grade students will attend writing camp	Curriculum specialist	Administration and Curriculum Specialist will conduct CWT and review data from prompts	Mini assessments from BEEP ; Teacher made prompts
5	ESE and ESOL students will receive appropriate interventions during writing. i.e. dictionary, extended time	ESE Specialist- Ms. Cheney Aldene Williams, Curriculum Sp. Classroom teachers	During CWT, support staff will look for implementation of accommodations	Mini assessments from BEEP on writing process; final prompt samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 90% of the 4th grade students will score 3.5 or above on the FCAT Writing Assessment	6 Traits of Writing	District Coach	October 2009	Collection of data – students writing prompts	Principal/ Aldene Williams, Curriculum Specialist

By June 2010, 90% of the 4th grade students will score 3.5 or above on the FCAT Writing Assessment	FCAT writing Rubric	District Coach	October 2009	Collection of data – students writing prompts	Principal/ Aldene Williams Curriculum Specialist
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Manatee Camp- After school tutoring program	Manatee Camp	\$10,000.00
		Total: \$10,000.00
		Final Total: \$10,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement			
60% of the parents at North Fork Elementary participated in activities, such as Report Card Night, Parent conferences, Family Night – Reading, Math, Science, etc		By June 2010, 65% of the parents at North Fork Elementary participated in activities, such as Report Card Night, Parent conferences, Family Night – Reading, Math, Science, etc.			
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Mega skills training	Principal, AP, Title I coordinator	Sign in sheets and surveys	Title I parent survey and SBBC Annual Parent Survey	
2	Family Night – Make and take workshops for parents in Writing, Reading, Math and Science	Principal, AP, Title coordinator	Sign in sheets and surveys	Title I parent survey and SBBC Annual Parent Survey	
3	Report Card night with parenting workshops – “How can I help at home?”	Principal, AP, Title coordinator	Sign in sheets and surveys	Title I parent survey and SBBC Annual Parent Survey	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

By June 2010, 65% of the parents at North Fork Elementary participated in activities, such as Report Card Night, Parent conferences, Family Night – Reading, Math, Science, etc	Mega skills	Title I trainer	October 2009 on - going	Participants will be involved in 6 parent trainings to receive certificate	AP and Title I Liaison
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Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
MegaSkills materials	Title I – Parent Involvement	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Parenting brochures and materials	Title I	\$200.00
Mega Skills workshops	Title I – parent involvement	\$8,000.00
		Total: \$8,200.00
		Final Total: \$8,700.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Buckle down	General School Budget	\$3,500.00
Reading	Fast Track to FCAT	General School Budget	\$3,600.00
Mathematics	Buckle down	General Budget	\$3,500.00
Mathematics	Calendar Math Training	Title I	\$700.00
Science	Buckledown	General Budget	\$3,500.00
Parental Involvement	MegaSkills materials	Title I – Parent Involvement	\$500.00
			Total: \$15,300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Accountability	\$2,500.00
Mathematics	First in math	Accountability	\$8,000.00
Science	Science Alive Videos	Accountability	\$1,000.00
			Total: \$11,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCRR Binder/centers	Title I – staff development	\$0.00
Reading	Data analysis for Continuous school	Title I – Staff Development	\$200.00
Reading	"Rigor is not a four letter word.What great teachers do differently"	ord. Title I – Staff Development	\$0.00
Reading	A Frame work to Understanding Poverty	Title I – Staff Development	\$0.00
Mathematics	Data analysis for Continuous school improvement Using data to improve student learning in Elementary school	Title I – Staff Development	\$0.00
Mathematics	Rigor is not a four letter work What great teachers do differently.	Title I – Staff Development	\$0.00
Mathematics	A Frame work to Understanding Poverty	Title I – Staff Development	\$0.00
Mathematics	Differentiated Centers	Title I – Staff Development	\$0.00
Science	Test Specification Training	Title I	\$0.00
			Total: \$200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Manatee Camp- After school camp program	Title I	\$10,000.00
Reading	Weekly Reader	Accountability	\$1,000.00
Reading	Time Magazine for Kids	Accountability	\$1,000.00
Reading			\$0.00
Mathematics	Manatee Camp- After school tutoring program	Title II	\$10,000.00
Writing	Manatee Camp- After school tutoring program	Manatee Camp	\$10,000.00
Science	Manatee Camp- After school tutoring program	Title I	\$10,000.00
Parental Involvement	Parenting brochures and materials	Title I	\$200.00
Parental Involvement	Mega Skills workshops	Title I – parent involvement	\$8,000.00
			Total: \$50,200.00
			Final Total: \$77,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Incentives for students	2500
Educational Magazines	300
Student Achievement awards	1000
Parent/Community seminars	300

Describe the Activities of the School Advisory Council for the Upcoming Year

Sponsor Student Achievement Activities
Provide learning incentives for students and teachers
Parent and community Seminars on Increasing student achievement
Partnership activities
Educational magazines for Library

SAC Members

Members

- 1) Rendolyn Amaker, Principal
- 2) Erica Jones- Major, SAC Chair
- 3) Sam Monroe, Business Member
- 4) A. Lamar, Business Member
- 5) Raphel Cruz, Business Member
- 6) Ms. Ortiz, Parent
- 7) Pastor James Ray, Community Member
- 8) Yolanda Francis, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH FORK ELEMENTARY SCHOOL 1191													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 209 Math: 209		2008-2009 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N			
TOTAL ⁴	100	Y	100	Y	47	N	48	N			Y			NA	59	53	Y	52	52	N	56	NA	53	N			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	45	N	48	N			Y			NA	60	55	N	53	52	N	55	N	52	N			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	46	N	48	N			Y			NA	60	54	Y	52	52	N	56	NA	52	N			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y	29	N	23	N			NA			NA			71	NA		77	NA	42	N	23	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH FORK ELEMENTARY SCHOOL 1191													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 235 Math: 235		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
TOTAL ⁴	100	Y	100	Y	41	N	48	N	94		Y			NA	65	59	N	58	52	Y	54	N	53	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	100	Y	40	N	47	N			Y			NA	67	60	Y	59	53	Y	53	NA	52	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	40	N	48	N	93		Y			NA	65	60	N	59	52	Y	54	N	53	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH FORK ELEMENTARY SCHOOL 1191													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 243 Math: 243		2006-2007 School Grade ¹ :		F		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
TOTAL ⁴	99	Y	99	Y	35	N	42	N	94		Y			NA	46	64	NA	51	58	NA	35	NA	51	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	99	Y	99	Y	33	N	41	N			Y			NA	49	66	NA	52	59	NA	32	NA	50	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	35	N	41	N	93		Y			NA	49	65	NA	52	59	NA	34	NA	50	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA							

SCHOOL GRADE DATA

Broward School District NORTH FORK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	53%	86%	29%	219	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	54%			111	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	39% (NO)	65% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					434	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH FORK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	51%	97%	22%	214	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	59%			120	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	63% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					458	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH FORK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	44%	86%	25%	192	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	46%	55%			101	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	57% (YES)			100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					393	
Percent Tested = 99%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested