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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Gretchen Atkins-Brown

Gretchen.atkins-brown@browardschools.com

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Theodore Campo

Theodore.campo@browardschools.com

Position Title

Assistant Principal

Job Duties and Responsibilities

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 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.

Leadership Team Member #3

Employee's Name

Remona Phillips

remona.phillips@browardschools.com

Position Title

ESE Specialist

Job Duties and Responsibilities

To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities. ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below. This position does not have any supervisory responsibilities. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. 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. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. 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. 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. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school-based leadership. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP documents. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies. Perform other duties as assigned by the school principal.

Leadership Team Member #4**Employee's Name**

Tiara Mocombe

tiara.mocombe@browardschools.com

Position Title

Literacy Coach

Job Duties and Responsibilities

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.

The Literacy Coach shall:

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 nonevaluative, 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 Coach, Literacy (cont.) SBBC: KK-034 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.
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.

Leadership Team Member #5

Employee's Name

Fitzroy Williams

fitzroy.williams@browardschools.com

Position Title

Math Coach

Job Duties and Responsibilities

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.

The Mathematics Coach shall:

1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.
2. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.
3. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices

4. Participate in monthly content related professional learning.
5. Participate successfully in ongoing professional learning to increase the 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.
8. Assist teachers in effective integration of technology within daily instructional practice.
9. Establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations.
10. Support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies.
11. Analyze data to inform high quality instruction leading to improved student achievement.
12. Promote collegiality through collaborative work and reflective practices with teachers and administrators.
13. Facilitate research-based professional learning through the school's professional learning communities.
14. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.
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 Supervisor(s).

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

School Advisory Council (SAC) meetings are held with all stakeholders to discuss elements of the SIP and gather feedback. 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.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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. During School Advisory Council (SAC) meetings stakeholders monitor the SIP by discussing elements of the SIP, reviewing data and providing feedback.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: F 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	64	55	59	58	75	79				390
Absent 10% or more school days	41	32	30	29	37	30				199
One or more suspensions	2	0	0	0	4	8				14
Course failure in English Language Arts (ELA)	0	0	0	9	0	0				9
Course failure in Math	0	0	0	4	0	3				7
Level 1 on statewide ELA assessment	9	24	14	14	16	19				96
Level 1 on statewide Math assessment	5	15	11	4	6	14				55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	1	1	0				2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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	1	1	2	5	14	11				34

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	5	12	0	0				23
Students retained two or more times	1	1	2	5	18	12				39

Prior Year (2024-25) As Last 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 school days	41	37	34	28	17	23				180
One or more suspensions	1	1				1				3
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	9	27	24	33	20	23				136
Level 1 on statewide Math assessment		13	22	18	13	20				86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	15						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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	7	23	22	29	18	18				117

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	8	10	5	1				30
Students retained two or more times	1	1	3		1					6

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	43	64	59	39	61	57	33	56	53
Grade 3 ELA Achievement	51	63	59	37	60	58	22	56	53
ELA Learning Gains	52	65	60	60	64	60			
ELA Lowest 25th Percentile	64	60	56	63	60	57			
Math Achievement*	66	70	64	65	66	62	46	62	59
Math Learning Gains	60	68	63	74	66	62			
Math Lowest 25th Percentile	58	55	51	67	55	52			
Science Achievement	45	60	58	45	56	57	34	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	58	63	63	50	59	61	69	59	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	497
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	56%	41%	29%	26%		46%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	56%	No		
English Language Learners	79%	No		
Black/African American Students	53%	No		
Hispanic Students	70%	No		
Economically Disadvantaged Students	54%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	43%	51%	52%	64%	66%	60%	58%	45%					58%
Students With Disabilities	39%		61%	70%	54%	60%		50%					
English Language Learners	67%		92%		86%	92%							58%
Black/African American Students	41%	49%	50%	60%	63%	56%	50%	40%					67%
Hispanic Students	47%		69%		92%	92%							50%
Economically Disadvantaged Students	42%	47%	54%	64%	64%	57%	56%	45%					58%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%	37%	60%	63%	65%	74%	67%	45%					50%
Students With Disabilities	23%		54%		47%	76%	82%						
English Language Learners	60%		80%		60%	50%							50%
Black/African American Students	38%	38%	59%	60%	65%	76%	67%	46%					64%
Hispanic Students	50%				70%								
Economically Disadvantaged Students	39%	35%	60%	62%	65%	75%	67%	48%					67%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	22%			46%			34%					69%
Students With Disabilities	14%				33%								
English Language Learners													69%
Black/African American Students	33%	24%			46%			30%					
Economically Disadvantaged Students	32%	21%			45%			33%					60%

E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	52%	61%	-9%	57%	-5%
ELA	4	44%	62%	-18%	56%	-12%
ELA	5	38%	62%	-24%	56%	-18%
Math	3	78%	68%	10%	63%	15%
Math	4	75%	69%	6%	62%	13%
Math	5	44%	63%	-19%	57%	-13%
Science	5	42%	57%	-15%	55%	-13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area of 3rd Grade ELA proficiency showed the most improvement. In the year 2024, the 3rd Grade ELA FAST score was 33% and in 2025 the 3rd Grade ELA FAST score increased to 51%.

The contributing factors are the following:

- High-Quality Tier One Instruction
- Professional Learning
- Coaching Support

Lowest Performance

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 Science proficiency showed the lowest performance. In the year 2024, the 5th grade science score was 45% and in 2025, the 5th grade science score remained at 45% showing no movement.

The contributing factors consist of the following:

- High-Quality Tier One Instruction
- Checking for Understanding

Greatest Decline

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

Although we increased proficiency in ELA, math, and science, our learning gains decreased by 22% in math. In the year 2024, 74% of our students made a learning gain in math. In 2025, 52% of our students made a learning gain in math.

The contributing factors consist of the following:

- Teacher Efficacy
- Student Attendance

- Checking for Understanding

Greatest Gap

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.

The area of ELA proficiency showed the greatest gap when compared to the state average. In 2025, 43% of our students were proficient while the state average was 57%.

The contributing factors consist of the following:

- Teacher Efficacy
- Student Attendance
- Checking for Understanding

EWS Areas of Concern

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

1. Students absent 10% or more days
2. Students in grades 3-5 scoring Level 1 on statewide ELA assessments

Highest Priorities

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

1. Attendance
2. ELA Proficiency
3. Science Proficiency
4. Learning Gains
5. Lowest Performing Students

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

North Fork Elementary instructional staff will implement High-Quality Tier One Instruction. Based on the 2025 FAST data, science overall proficiency made no growth remaining at 45%. Tier one and small group instruction must be addressed to identify gaps to increase proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Grade 5

By June of 2026, the percentage of Fifth Grade students scoring a level of 3 or higher as measured by the Statewide Science Assessment will increase from 45% to 50%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

North Fork Elementary will monitor the Area of Focus through the Beginning of the Year, Middle of the Year, and the Final State-wide Assessment. Ongoing monitoring will help identify strengths and weaknesses and support instructional decisions to ensure that the needs of all students are met.

Person responsible for monitoring outcome

Theodore Campo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The District adopted a new science curriculum called Discovery Education. It is evidence-based and aligns with both the B.E.S.T Science Standards and the District's evidence based Science plan.

Rationale:

Discovery Education is a leading provider of digital learning resources and professional development for K-12 education, serving approximately 4.5 million educators and 45 million students globally. Their platform offers a wide array of engaging, standards-aligned content, instructional tools, and professional learning opportunities designed to support teachers and enhance student learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Theodore Campo

By When/Frequency:

4 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Professional Learning Community focusing on Science Instruction will be conducted on a 4-week rotation. 2. The district will provide ongoing professional learning and support in BEST Science Standards and the new curriculum's resources. 3. Monitoring: North Fork Elementary will monitor the impact of the Professional Learning through analyzing formative assessments such as the BOY, MOY, and final State-wide Science Assessment. Ongoing monitoring will help identify whether the professional learning is positively impacting student achievement.

Action Step #2

Collaborative Planning

Person Monitoring:

Theodore Campo

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Weekly common planning sessions will take place for 5th grade science teachers. 2. All 5th grade science teachers will collaborate with the science contact and the STEM teacher to plan lesson that engage our students. Data will be used to inform instruction, emphasizing vocabulary and hands-on activities to address learning gaps. 3. Monitoring: North Fork Elementary will evaluate the effectiveness of collaborative planning sessions by performing regular classroom walkthroughs, delivering constructive feedback, and reviewing formative assessment data, including BOY, MOY, and the final State-wide Science Assessment.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

High-quality Tier 1 reading instruction provides high-quality, differentiated, and engaging instruction for all students to prevent reading failure. North Fork Elementary instructional staff will implement High-Quality Tier One Instruction. Based on the 2025 FAST data, ELA overall proficiency increased to 43%. Although there were academic gains in proficiency, Tier One and small group instruction must be addressed.

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 2025 FAST, 50% of Kindergarten students, 28% of 1st grade students, and 48% of 2nd grade students scored at or above 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 2025 FAST ELA data: 52% of 3rd grade students, 44% of 4th grade students, and 38% of 5th grade students scored at or above the proficiency level.

Grades K-2: Measurable Outcome(s)

Kindergarten

By June of 2026, the percentage of Kindergarten students scoring on grade level as measured by the FAST Assessment will increase from 60% to 65%.

Grade 1

By June of 2026, the percentage of First Grade students scoring on grade level as measured by the FAST Assessment will increase from 28% to 35%.

Grade 2

By June of 2026, the percentage of Second Grade students scoring on grade level as measured by the FAST Assessment will increase from 48% to 52%.

Grades 3-5: Measurable Outcome(s)

Grade 3

By June of 2026, the percentage of Third Grade students scoring at a level of 3 or higher as measured by the FAST Assessment will increase from 52% to 57%.

Grade 4

By June of 2026, the percentage of Fourth Grade students scoring at a level of 3 or higher as measured by the FAST Assessment will increase from 44% to 49%.

Grade 5

By June of 2026, the percentage of Fifth Grade students scoring at a level of 3 or higher as measured by the FAST Assessment will increase from 38% to 43%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Ongoing monitoring will help identify strengths and weaknesses and support instructional decisions to ensure that the needs of all students are met.

Person responsible for monitoring outcome

Gretchen Atkins-Brown

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Gretchen Atkins-Brown

By When/Frequency:

Every 4 Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Professional Learning Communities will be conducted on a 4-week rotation in specific content areas. 2. The district will provide ongoing professional learning and support in BEST ELA Standards. 3. Monitoring: North Fork Elementary will monitor the impact of the Professional Learning by analyzing formative assessments such as the FAST Assessments (PM#1, PM#2, and PM#3) and Benchmark Unit Assessments. Ongoing monitoring will help identify whether the professional learning is positively impacting student achievement.

Action Step #2

Common Planning

Person Monitoring:

Theodore Campo

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Design a schedule for grade level and content area meeting dates with support staff 2. Create a planning protocol with expectations about what to do before, during, and after the planning session and provide insight 3. Monitoring: North Fork Elementary will monitor the impact of the Common Planning Sessions through analyzing formative assessments such as the FAST Assessments (PM#1, PM#2, and PM#3) and Benchmark Unit Assessments. We will also look for evidence through walkthroughs and observations. Ongoing monitoring will help identify the impact of common planning.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2024, North Fork Elementary attendance data indicated that the percentage of students that regularly attended school was 51%. This area must be addressed in order to increase our academics. Students need to be in school in order for them to learn.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2025, the number of regular attenders will increase from 51% in to 61%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

North Fork Elementary will monitor attendance daily to identify trends and address students and families concerns.

Person responsible for monitoring outcome

Theodore Campo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavior Interventions and Supports (PBIS): The social-emotional connection that staff build with students through PBIS helps to build a positive school climate. Students who view school as a positive environment will be more likely to attend regularly. Happy students that regularly attend school will learn more.

Rationale:

PBIS strategies will be implemented with fidelity to provide students and families with ongoing support to ensure that the percentage of regular attenders increases.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor Attendance Data and Implement Support Strategies

Person Monitoring:

Robnitia Weekley

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school social worker will monitor attendance data, engage students and families, recognize good and improved attendance, provide personalized outreach and remove barriers.

Action Step #2

Parent Engagement Opportunities

Person Monitoring:

Theodore Campo

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Offer quarterly opportunities for parents, families, and community members to engage with the school in order to develop collaborative partnerships. Studies show that schools with strong family-school partnerships have lower rates of chronic absenteeism.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00