TOP-2

District-Managed Turnaround Plan—Step 2 (TOP-2)

Broward County Public Schools
North Fork Elementary

Due-October 1

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1. The subject line of the email must include district name, school name and TOP-2.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
North Fork Elementary - 1191

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

North Fork Elementary is west of downtown Fort Lauderdale; in the Dorsey River bend community. We service a predominantly African American, lower socio-economic community and the Salvation Army transitional housing residents. Founded in 1948, North Fork houses approximately 440 students of the following demographic make-up: 93% African American, 6% Hispanic and 1% multiracial or Native American. There are 20% of the students are English Language Learners and 9.5 % of the students are students with disabilities. Ninety-six percent of the students are economically disadvantaged receiving free or reduced lunch. There are 33 instructional staff members; 93 % African American; 20% White; and 3% Hispanic of which 100% are highly qualified and 23% have advanced degrees. 20% have one to five years of

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teaching experience and 75% have six or more years of teaching experience. North Fork elementary is a STEM science academy. All students' kindergarten thru the second grade participates in growing edible gardens. Students in grades three and four focus on the local environment studying the effects of pollution and weather changes. Fifth graders learn about the world through interactive science expeditions and hands-on projects. In partnership with the District's Student services department, all at-risk students are paired with a concerned mentor.

North Fork Elementary is a proud recipient of several grants for our edible gardens. Our teachers have received TDIF grants to improve learning and expand their professional experiences. Because of our enrichment program, our students created an edible garden where our school was nominated for the P3 Eco-Challenge award. Parental Involvement was and remains an area of improvement for our school. We have implemented a parent resource center, parent workshops and improved communication between home and school through our parent link system, newsletters, and flyers. We continually encourage parents to become active partners in our school. This year we initiated a plan for a PTA group to begin next school year. Future goals we strive to accomplish in the next three years include expanding our edible gardens for community consumption; establishing more coding classes/technology integration, and to inspire our community of learners to be responsible, respectful and innovative thinkers. In achieving these goals, we will address areas of science instruction and achievement deficits, technology use and integration, and increased integration of critical thinking skills. Finally, our primary focus is to improve student achievement. To that end, North Fork Elementary is focusing on the "North Fork Four" instructional expectations initiative: Room Ready, Plan for Success, High Academic Expectations, Build Ratio (Engagement). We are confident that with continued rigorous planning and instruction, North Fork Elementary will improve our overall school grade.

School Grade Data

SCHOOL GRADE INDICATORS	School Grade Values					FDOE Grade is the state released grade. Calculated grade is based on the filter(s) selected.	
	2017	2018	2019	2021	2022		
FDOE Grade	D	C	C	NE	F		
						Difference 21 to 22	**2022 COUNT**
Total Points %	39	42	45	23	27		
Total % Tested	100	100	99	82	96		
Component							
ELA Achievement %	24	32	30	14	15	1	183
ELA Learning Gains %	41	53	45	48	26	-22	106
ELA Gains Low 25 %	44	53	50	57	22	-35	27
Math Achievement %	40	40	46	8	19	11	185
Math Learning Gains %	59	51	57	13	42	29	115
Math Low 25 Gains %	42	30	42	0	50	50	28
Science Achievement %	26	37	45	22	18	-4	77

North Fork FSA ELA:

Grade 3 2021

Filter Data Here	Updated September 19 2022 Powered by REA		**FSA ENGLISH**				
			SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
FSA QUICK FACTS			**C1 KID Key Ideas and Details**	46	29	14	4
PERCENT WITHIN EACH ACHIEVEMENT LEVEL			**C2 CS Craft and Structure**	46	33	20	7

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5	**C3 IKI Integration of Knowledge and Ideas**	46	25	8	2
63	30	2	4	0	7	**C4 LE Language and Editing Task**	46	56	8	4

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.1	280

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

Grade 3 2022

Filter Data Here	Updated September 19 2022 Powered by REA		**FSA ENGLISH**				
			SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
FSA QUICK FACTS			**C1 KID Key Ideas and Details**	48	32	13	4
PERCENT WITHIN EACH ACHIEVEMENT LEVEL			**C2 CS Craft and Structure**	48	37	17	6

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5	**C3 IKI Integration of Knowledge and Ideas**	48	36	12	4
52	27	19	2	0	21	**C4 LE Language and Editing Task**	48	44	8	4

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.2	282

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

Grade 4 2021

Filter Data Here	Updated September 19 2022 Powered by REA		**FSA ENGLISH**				
			SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
FSA QUICK FACTS			**C1 KID Key Ideas and Details**	66	30	16	5
PERCENT WITHIN EACH ACHIEVEMENT LEVEL			**C2 CS Craft and Structure**	66	43	16	7

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5	**C3 IKI Integration of Knowledge and Ideas**	66	32	10	3
64	23	9	5	0	14	**C4 LE Language and Editing Task**	66	58	8	5

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.1	290

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)											
		ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Select ELA Achievement Level for Corresponding Writing Results	Count	11	0	1	18	4	18	12	0	2	0	0
	%	16.7	0.0	1.5	27.3	6.1	27.3	18.2	0.0	3.0	0.0	0.0

ELA Achievement Level All		WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
		Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
	Count	11	23	30	2	0	11	19	34	2	0	12	40	14
	%	16.7	34.8	45.5	3.0	0.0	16.7	28.8	51.5	3.0	0.0	18.2	60.6	21.2

Grade 4 2022

Filter Data Here

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FSA ENGLISH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	63	31	14	4
C2 CS Craft and Structure	63	46	15	7
C3 IKI Integration of Knowledge and Ideas	63	36	13	5
C4 LE Language and Editing Task	63	45	8	4

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
63	19	13	5	0	17

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.1	290

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)

		ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Select ELA Achievement Level for Corresponding Writing Results	Count	9	0	4	14	4	5	23	1	3	0	0
	%	14.3	0.0	6.3	22.2	6.3	7.9	36.5	1.6	4.8	0.0	0.0

ELA Achievement Level — All

		WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
		Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
	Count	9	20	30	4	0	9	22	29	3	0	13	21	29
	%	14.3	31.7	47.6	6.3	0.0	14.3	34.9	46.0	4.8	0.0	20.6	33.3	46.0

Grade 5 2021

Filter Data Here

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FSA ENGLISH

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
C1 KID Key Ideas and Details	49	39	15	6
C2 CS Craft and Structure	49	47	15	7
C3 IKI Integration of Knowledge and Ideas	49	50	12	6
C4 LE Language and Editing Task	49	71	7	5

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
43	31	16	10	0	27

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.4	306

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)

		ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Select ELA Achievement Level for Corresponding Writing Results	Count	1	0	2	8	2	16	14	3	3	0	0
	%	2.0	0.0	4.1	16.3	4.1	32.7	28.6	6.1	6.1	0.0	0.0

ELA Achievement Level — All

		WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
		Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
	Count	1	11	31	6	0	1	13	32	3	0	3	24	22
	%	2.0	22.4	63.3	12.2	0.0	2.0	26.5	65.3	6.1	0.0	6.1	49.0	44.9

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Grade 5 2022

Filter Data Here	Updated September 19 2022 Powered by REA	**FSA ENGLISH**				
		SUBSKILL INDICATORS	**COUNT**	**PERCENT**	**POINTS POSSIBLE**	**POINTS EARNED**
FSA QUICK FACTS		**C1 KID Key Ideas and Details**	88	37	18	7
PERCENT WITHIN EACH ACHIEVEMENT LEVEL		**C2 CS Craft and Structure**	88	49	14	7

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
56	33	8	3	0	11

C3 IKI Integration of Knowledge and Ideas — COUNT 88, PERCENT 45, POINTS POSSIBLE 11, POINTS EARNED 5

C4 LE Language and Editing Task — COUNT 88, PERCENT 45, POINTS POSSIBLE 7, POINTS EARNED 3

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.1	297

Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

C5 W Text Based Writing (Total Points Earned)											
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
Count	13	0	8	20	3	19	23	1	1	0	0
%	14.8	0.0	9.1	22.7	3.4	21.6	26.1	1.1	1.1	0.0	0.0

Select ELA Achievement Level for Corresponding Writing Results

ELA Achievement Level: All

	WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
Count	13	30	43	2	0	13	30	43	2	0	22	40	26
%	14.8	34.1	48.9	2.3	0.0	14.8	34.1	48.9	2.3	0.0	25.0	45.5	29.5

North Fork FSA Math:

Grade 3 2021

Filter Data Here	**FSA MATH**				
	SUBSKILL INDICATORS	**COUNT**	**PERCENT**	**POINTS POSSIBLE**	**POINTS EARNED**
FSA QUICK FACTS	**M1 MATH SUBSKILL ONE**	45	32	26	8
PERCENT WITHIN EACH ACHIEVEMENT LEVEL	**M2 MATH SUBSKILL TWO**	45	34	9	3

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
71	22	4	0	2	7

M3 MATH SUBSKILL THREE — COUNT 45, PERCENT 31, POINTS POSSIBLE 19, POINTS EARNED 6

M4 MATH SUBSKILL FOUR — COUNT 45, PERCENT (Bla..., POINTS POSSIBLE (Blank), POINTS EARNED (Blank)

AVERAGE MASTERY	AVERAGE SCALE SCORE
1.8	269

M5 MATH SUBSKILL FIVE — COUNT 45, PERCENT (Bla..., POINTS POSSIBLE (Blank), POINTS EARNED (Blank)

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: **Grade 3:** Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: **Grade 3:** Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: **Grades 3,5:** Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: **Grade 4:** Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: **Grades 6-7:** The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 3 2022

FSA MATH				
SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	49	56	26	15
M2 MATH SUBSKILL TWO	49	52	10	5
M3 MATH SUBSKILL THREE	49	42	18	7
M4 MATH SUBSKILL FOUR	49	(Bla...	(Blank)	(Blank)
M5 MATH SUBSKILL FIVE	49	(Bla...	(Blank)	(Blank)

Filter Data Here

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
43	27	16	12	2	31

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.6	286

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: **Grade 3:** Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: **Grade 3:** Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: **Grades 3,5:** Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: **Grade 4:** Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: **Grades 6-7:** The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 4 2021

FSA MATH				
SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
M1 MATH SUBSKILL ONE	75	25	11	3
M2 MATH SUBSKILL TWO	75	24	11	3
M3 MATH SUBSKILL THREE	75	28	14	4
M4 MATH SUBSKILL FOUR	75	29	18	5
M5 MATH SUBSKILL FIVE	75	(Bla...	(Blank)	(Blank)

Filter Data Here

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
85	7	3	5	0	8

AVERAGE MASTERY	AVERAGE SCALE SCORE
1.7	277

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: **Grade 3:** Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: **Grade 3:** Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: **Grades 3,5:** Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: **Grade 4:** Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: **Grades 6-7:** The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 4 2022

FSA MATH				
SUBSKILL INDICATORS	**COUNT**	**PERCENT**	**POINTS POSSIBLE**	**POINTS EARNED**
M1 MATH SUBSKILL ONE	64	27	11	3
M2 MATH SUBSKILL TWO	64	29	11	3
M3 MATH SUBSKILL THREE	64	28	14	4
M4 MATH SUBSKILL FOUR	64	30	18	5
M5 MATH SUBSKILL FIVE	64	(Bla...	(Blank)	(Blank)

Filter Data Here

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
80	6	8	5	2	14

AVERAGE MASTERY	AVERAGE SCALE SCORE
1.9	285

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: Grades 3,5: Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 5 2021

FSA MATH				
SUBSKILL INDICATORS	**COUNT**	**PERCENT**	**POINTS POSSIBLE**	**POINTS EARNED**
M1 MATH SUBSKILL ONE	48	26	21	5
M2 MATH SUBSKILL TWO	48	34	15	5
M3 MATH SUBSKILL THREE	48	42	18	8
M4 MATH SUBSKILL FOUR	48	(Bla...	(Blank)	(Blank)
M5 MATH SUBSKILL FIVE	48	(Bla...	(Blank)	(Blank)

Filter Data Here

FSA QUICK FACTS

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
58	25	10	6	0	17

AVERAGE MASTERY	AVERAGE SCALE SCORE
2.2	302

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: Grades 3,5: Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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Grade 5 2022

Filter Data Here

FSA MATH

FSA QUICK FACTS						SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
						M1 MATH SUBSKILL ONE	88	25	21	5
PERCENT WITHIN EACH ACHIEVEMENT LEVEL						M2 MATH SUBSKILL TWO	88	30	15	5
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5	M3 MATH SUBSKILL THREE	88	32	18	6
70	16	14	0	0	14	M4 MATH SUBSKILL FOUR	88	(Bla...	(Blank)	(Blank)
AVERAGE MASTERY			AVERAGE SCALE SCORE			M5 MATH SUBSKILL FIVE	88	(Bla...	(Blank)	(Blank)
1.9			291							

Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.

Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten **Grade 4:** Operations and Algebraic Thinking **Grade 5:** Operations, Algebraic Thinking, and Fractions **Grades 6-7:** Ratio and Proportional Relationships **Grade 8:** Expressions and Equations.

Subskill 2: Grade 3: Numbers and Operations – Fractions **Grades 4-5:** Numbers and Operations in Base Ten **Grades 6-7:** Expressions and Equations **Grade 8:** Functions.

Subskill 3: Grades 3,5: Measurement, Data, and Geometry **Grade 4:** Numbers and Operations – Fractions **Grades 6-8:** Geometry.

Subskill 4: Grade 4: Measurement, Data, and Geometry **Grades 6-7:** Statistics and Probability **Grade 8:** Statistics & Probability and The Number System.

Subskill 5: Grades 6-7: The Number System.
Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.

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North Fork NGSSS Science:

Grade 5 2021

Filter Data Here

SCIENCE & BIOLOGY

SUBSKILL INDICATORS	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
SCIENCE				
Nature of Science	48	48	10	5
Earth and Space Sciences	48	51	16	8
Physical Science	48	62	16	10
Life Science	48	57	14	8

PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5		
50	25	10	13	2	25	2.4	186

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Grade 5 2022

SCIENCE & BIOLOGY				
SUBSKILL INDICATORS	**COUNT**	**PERCENT**	**POINTS POSSIBLE**	**POINTS EARNED**
SCIENCE				
Nature of Science	85	46	10	5
Earth and Space Sciences	85	51	16	8
Physical Science	85	59	16	9
Life Science	85	50	14	7

PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5		
58	26	9	4	4	16	2.2	182

Filter Data Here

North Fork Attendance
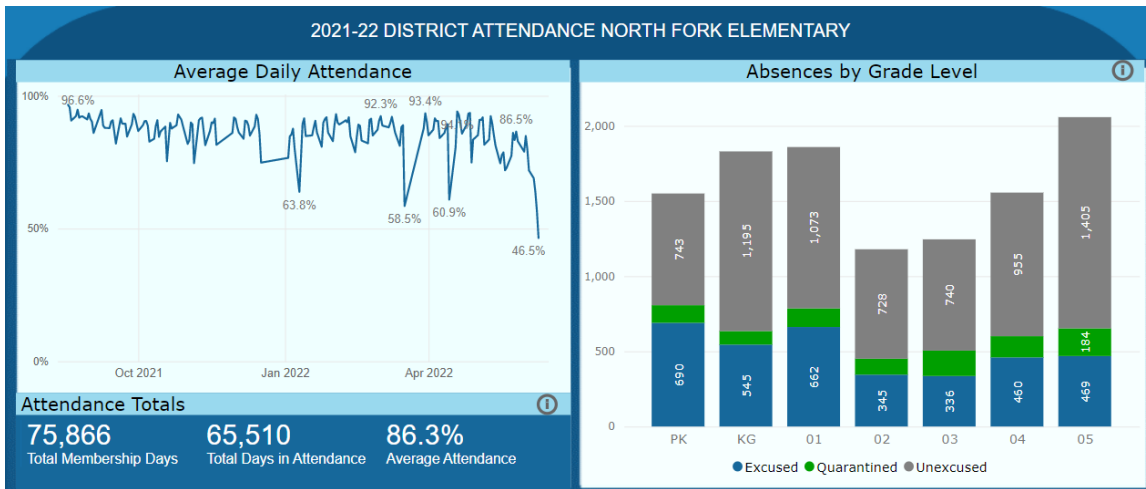
District Attendance Elementary
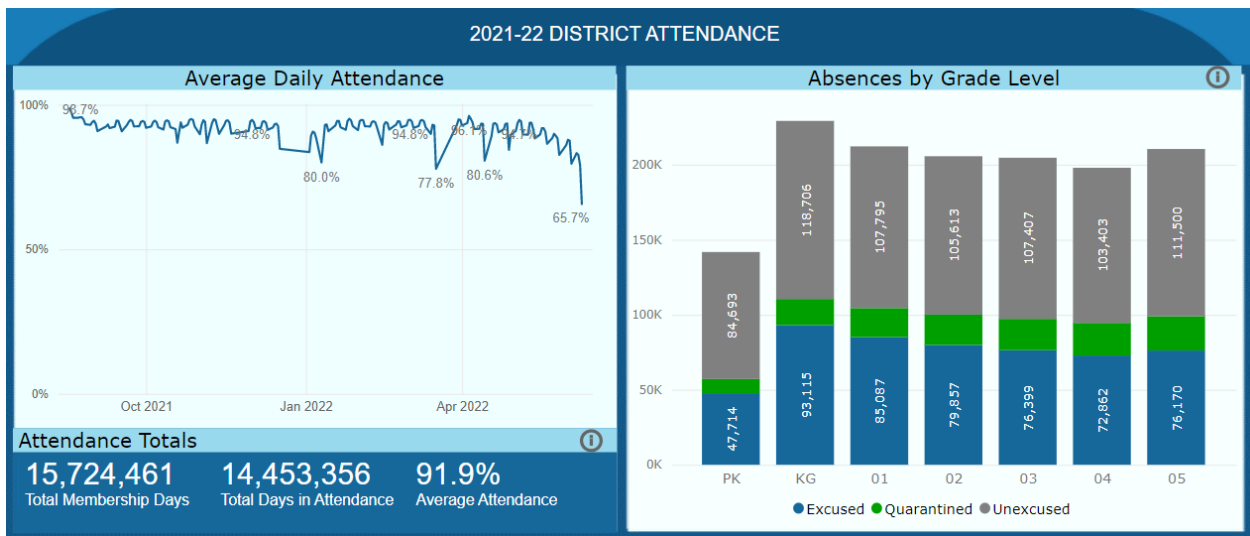
North Fork Discipline Data
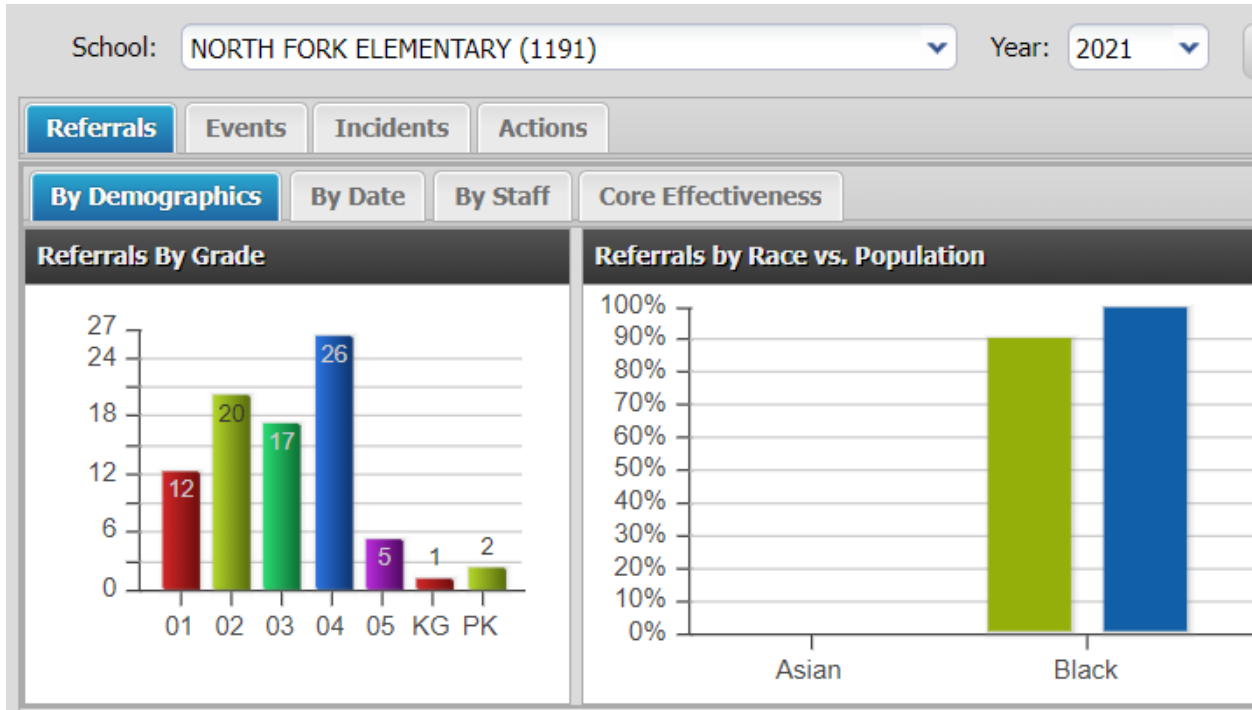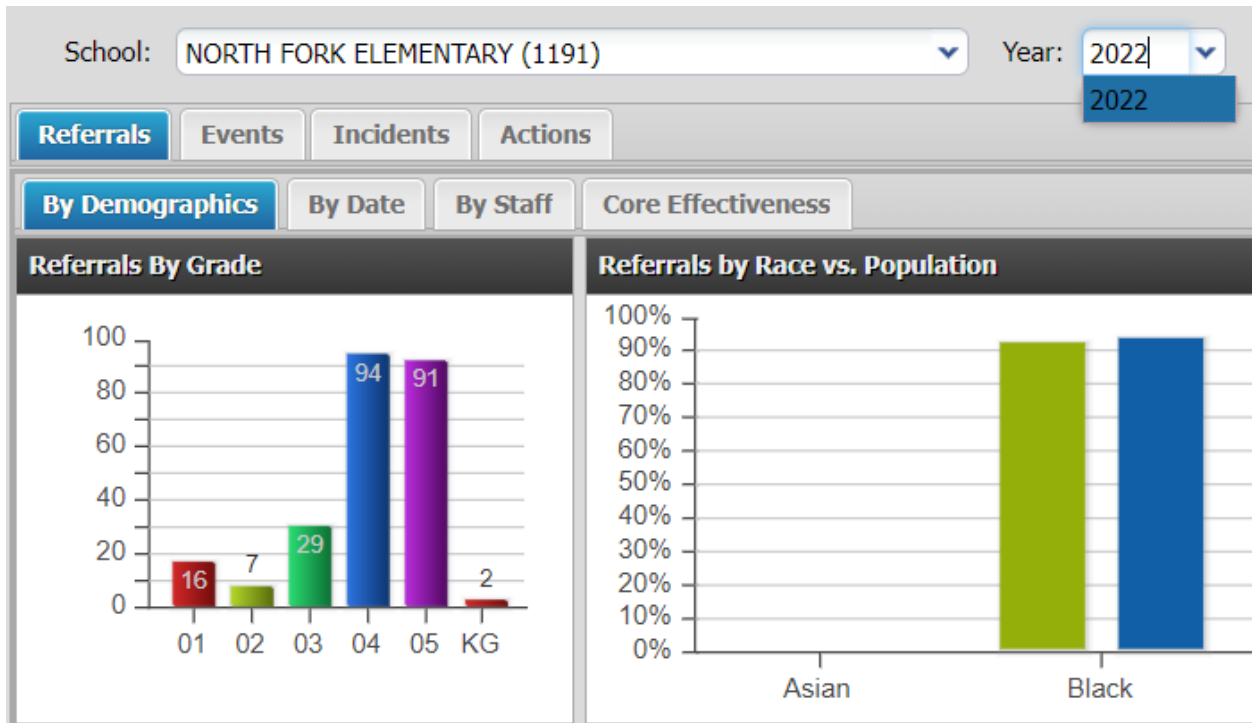
FAST Progress Monitoring Results as of 09/27/2022*
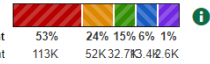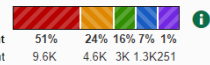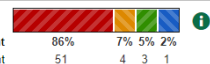
*The District has made a concerted effort to ensure North Fork Elementary tested 95% of students for PM 1. This goal was exceeded by the District and the school although the testing window is currently open. In addition to the FAST Progress Monitoring Data, North Fork Elementary will utilize iReady, Benchmark Advance Unit Assessments, Mathematics enVision Assessments, and Science Beginning, Middle, and End of Year assessments to monitor student progress.

North Fork ELA:

Grade 3

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 3 ELA Reading** (PM1 2022-23), by Roster and Reporting Cate ELEMENTARY SCHOOL 2022-2023
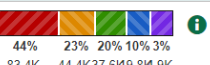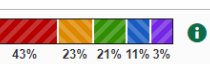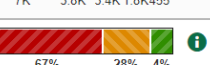
Filtered By **School:** NORTH FORK ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State		214232		283	Percent 53% 24% 15% 6% 1% / Count 113K 52K 32.7K 13.4K 2.6K
District		18780	96%	284	Percent 51% 24% 16% 7% 1% / Count 9.6K 4.6K 3K 1.3K 251
School		59	100%	269	Percent 86% 7% 5% 2% / Count 51 4 3 1

Grade 4

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 4 ELA Reading** (PM1 2022-23), by Roster and Re ELEMENTARY SCHOOL 2022-2023

Filtered By **School:** NORTH FORK ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State		190167		299	Percent 44% 23% 20% 10% 3% / Count 83.4K 44.4K 37.6K 19.8K 4.9K
District		16500	97%	300	Percent 43% 23% 21% 11% 3% / Count 7K 3.8K 3.4K 1.8K 455
School		46	88%	280	Percent 67% 28% 4% / Count 31 13 2

Grade 5

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 5 ELA Reading** (PM1 2022-23), by Roster and R
ELEMENTARY SCHOOL 2022-2023
Filtered By **School:** NORTH FORK ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State		198805		308	Percent 40% 26% 20% 11% 3% / Count 79.5K 50.8K 40.7K 21.6K 6.1K
District		17833	97%	309	Percent 40% 25% 21% 11% 3% / Count 7K 4.5K 3.7K 2K 569
School		66	98%	290	Percent 73% 14% 12% 2% / Count 48 9 8 1

North Fork Math:

Grade 3

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 3 Mathematics** (PM1 2022-23), by Roster and Reporting Cate
SCHOOL 2022-2023
Filtered By **School:** NORTH FORK ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State		215061		272	Percent 71% 19% 8% 1% / Count 153K 41.7K 16.8K 2.5K
District		18880	96%	273	Percent 69% 20% 9% 1% / Count 13K 3.8K 1.7K 275
School		60	100%	258	Percent 95% 3% 2% / Count 57 2 1

Grade 4

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 4 Mathematics** (PM1 2022-23), by Roster and SCHOOL 2022-2023
Filtered By **School:** NORTH FORK ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State		188540		285 ℹ	Percent 73% 16% 8% 2% Count 138K 30.9K4.4K4K
District		16572	96%	286 ℹ	Percent 71% 18% 9% 2% 1% Count 11.7K 2.9K1.5K381 104
School		48	93%	275 ℹ	Percent 90% 10% Count 43 5

Grade 5

Average Score, Achievement Distribution and Average Points Earned on **FAST Grade 5 Mathematics** (PM1 2022-23), by Roster and R SCHOOL 2022-2023
Filtered By **School:** NORTH FORK ELEMENTARY SCHOOL | **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State		197831		296 ℹ	Percent 65% 20%10% 4% 1% Count 128K 39.8K20.2K7.6K1.7K
District		17811	97%	298 ℹ	Percent 62% 21%11% 5% 1% Count 11.1K 3.7K 2K 828 224
School		64	95%	282 ℹ	Percent 88% 9% 2% 2% Count 56 6 1 1

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.
- Teachers are provided with common planning that enables collaboration on goals and objectives, the ability to analyze student work, create rigorous lesson plans, and make data driven instructional decisions.
- Lesson planning sessions in collaboration with The Elementary Learning Department (ELD) and Teacher Professional Learning and Growth (TPLG) division will focus on providing rigorous, purposeful standards-based instruction to increase ELA, Math, and Science student outcomes.
- The Instructional Leadership Team (ILT) that is comprised of administration, instructional coaches, and teacher leaders will participate in weekly data analysis meetings to progress monitor student

performance, review attendance and discipline data, and review multi-tiered student support systems (MTSS).

- Teachers will participate in weekly collaborative planning that includes a focus on standards, questions, resources, and rigorous assessments aligned to the standards.
- Instructional Leadership Teams (ILTs) will participate in learning walks and reflection on a weekly basis.
- Teachers will participate in specific professional development opportunities to ensure lessons and assessments are rigorous and aligned to the standards.

Identify strategies that have not resulted in improvement. What will be done differently?
During the 2021-22 school year, North Fork implemented self-contained classroom instruction in both the primary and intermediate grades. Teachers were responsible for teaching all curriculum content areas including reading, mathematics, science, social studies, etc. It proved difficult for teachers to be content experts in ALL subject areas and standards. The shift to a departmentalization model in grades 3-5 allows administration to match teachers with their strengths based on data. Teachers will be able to focus on one or two subject areas and lesson plan for fewer subjects.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

Accountable and Shared Leadership

The overall results for Broward County Public Schools (BCPS) show continued progress on the state's school grades ratings. BCPS earned a District grade of "B," narrowly missing an "A" by one percentage point. When comparing school grades between 2019 and 2022:

- 45% of BCPS traditional schools remained or improved to an "A"
- 55% of BCPS traditional schools remained or improved to an "A" or "B"
- 79% of BCPS traditional schools remained or improved to an "A," "B" or "C"
- BCPS has a higher percentage of schools earning a grade of "A" or "B" than the state average

A recent partnership with Broward County Public Schools and CT3 was formed with the goal of improving instruction, leadership and culture at **North Fork Elementary School**. CT3 provides high-value professional development and coaching services that elevate cultural relevancy and build school capacity through improved pedagogy and their No-Nonsense Nurture philosophy. They offer three pillars of learning: **Real Time Teacher Coaching**, **Real Time Leadership Coaching,** and **No-Nonsense Nurturer** training. CT3 has

been successful improving student outcomes in many urban school districts including, but not limited to Charlotte-Mecklenburg Schools, Tulsa School District, Cleveland Metropolitan, and Dallas Independent School District. CT3 achieved dramatic results in student engagement, student performance, and graduation rates. Broward's partnership with CT3 will yield the following outcomes:

- **Establish** consistent, clearly communicated **systems of accountability** bolstered by strong **data systems**
- **Establish** consistent language communicating **high expectations** for **all** students
- **Build instructional leadership** and change management skills of **school leaders**
- **Support** a **culture of coaching** and **mindset shifts** for school leaders & teachers to increase their impact
- **Provid**e consistent, **job-embedded feedback** for school leaders to continuously improve outcomes
- **Provide** consistent, **job-embedded feedback** & **non-evaluative coaching** for teachers
- **Increase productive school climate** & reduce discipline referrals
- **Improve relationship-building** and **cultural competence** skills of educators to engage students & families
- **Increase educational equity** for all students, especially traditionally underserved or marginalized students
- **Accelerate** academic achievement through **higher levels of student engagement**
- **Leverage** high-impact pedagogical strategies to **increase academic rigor**

In the fall, CT3 will host Broward Schools for a best practice visit to Ferguson-Florissant School District in Ferguson, Missouri. Ferguson-Florissant is successfully implementing the three pillars: Real Time Coaching, Real Time Leadership, and No-Nonsense Nurturing. The school principal, Regional Superintendent, Principal Supervisor, Director of Coaching and Induction, and school based instructional coach will have the opportunity to meet with district and school-based leaders and visit various schools to observe the practices in action.

Teacher Professional Learning and Growth Division will provide teacher training in the utilization of Teach Like a Champion (TLAC) strategies that will help build positive classroom culture. Teach Like a Champion provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equip teachers to achieve dramatic results with their students. An action plan that includes training and support will be developed and monitored.

The Principal and Assistant Principal complete weekly observations to determine the effectiveness of planning and instruction and the effect on student performance based on strategies gained through professional development opportunities. The Regional Directors and assigned district instructional support staff have a rotational schedule to ensure that North Fork Elementary has a weekly visit for walk-throughs with immediate feedback regarding instructional practices and school climate. These regular meetings and site visits involve discussions about progress monitoring and implementation of standards-based instruction.

District support personnel composed of school psychologist, social workers, teachers and ESE specialist participate in monthly problem-solving meetings facilitated by building-level leadership to ensure alignment and efficient and effective identification of barriers to the school success. Agendas and minutes are generated with outlines action steps and timelines, to assist with communication completion of tasks. These meetings serve as a conduit to determine the level of support and action plan to remove barriers. Ongoing conversations between building administration and district staff will help determine if action plans and progress points need to be altered. As a result of ongoing observations and visits, differentiated support will

be provided by various district departments to address the socioeconomic, academic, and behavior needs of the school.

Standards Based Instruction and Learning

Elementary Learning Department

Professional Learning Opportunities for Teachers
- ELA Instructional Materials Part 1 is a self-paced Canvas course
- ELA Instructional Materials Part 2 is delivered via TEAMS or in-person
- Reading Horizons Intervention is delivered via TEAMS or in-person
- Critical Content: Phonological Awareness is a self-paced Canvas course
- Critical Content: Phonics is a self-paced Canvas course
- Critical Content: Early Literacy Concepts is a self-paced Canvas course
- Critical Content: Reading Fluency is a self-paced Canvas course
- Critical Content: Vocab & Oral Language is a self-paced Canvas course
- Critical Content: Reading Comprehension is a self-paced Canvas course
- New Math Materials Overview is a self-paced Canvas Course
- New Math Materials Implementation is delivered in person
- New Math Materials Adaptive Pathways is delivered via TEAMS
- Critical Content: Number Sense and Operations is a self-paced Canvas Course
- Critical Content: Algebraic Reasoning is a self-paced Canvas Course
- Intervene to Accelerate Growth in Math is a self-paced Canvas Course
- Assessing Elementary Science K-5 (self-paced)
- Understanding Elementary Science – Animal & Human Life K-5 (self-paced)
- Understanding Elementary Science – Earth, Sun and Space (self-paced)
- Understanding Elementary Science – Force and Motion K-5 (self-paced)

- Understanding Elementary Science – Heat, Light and Electrical Energy K-5 (self-paced)
- Understanding Elementary Science – Plant Life (self-paced)
- Understanding Elementary Science – Weather and Climate (self-paced)
- Teaching Science to Support Literacy (In-Person)
- Elementary Science Stations (In-Person)
- Standards-Based Elementary Science (In-Person)
- Social Studies Essential Topics is a self-paced
- Document Based Questioning is delivered in person
- Document Based Writing is delivered in person

New Math Instructional Materials

New math series professional learning (PL) began the first week of summer and will continue as throughout the school year. Choices of PL delivery includes self-paced, in-person, and virtual. Specific PLs were written to meet the needs of different audiences (classroom teachers gr. K-2, classroom teachers gr. 3-5, coaches, administrators, and interventionists).

- New Math Materials Overview (self-paced Canvas Course)
- New Math Materials Implementation (in person)
- New Math Materials Adaptive Pathways (virtual)
- New Math Materials for Administrators (in person)

Two different new series-based intervention PLs were created and delivered. One to address the needs of interventionalists and the other to address the needs of the classroom teacher with just in time instruction.

- Effective Use of enVision Interventions
- Intervene to Accelerate Growth in Math

Professional learning is monitored for effectiveness through the analysis of the feedback surveys completed at the conclusion of the course as well as the implementation submissions from participants. Information from the analysis of feedback surveys and participant attendance is used to enhance existing PLs and in the creation of new PLs.

Teacher Professional Learning and Growth (TPLG)

Professional Development and Support

TPLG defines effective professional learning as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. The proposed Turnaround Schools Professional Development Support Plan was created based on the research findings of The Seven Attributes of Effective Professional Learning research methodology (Darling-Hammond, L., et al., 2017) along with the essential techniques of effective teaching from Teach Like a Champion (TLAC) Lemov, D. (2021) and aligned to the BrIDGES Master Plan.

As a result, TPLG will utilize and implement the plan below for North Fork Elementary to assist teachers and strengthen their pedagogy while building authentic relationships with students. TPLG will conduct a monthly needs assessment (post-training survey) to determine site-specific professional development needs, using non-evaluative walk-throughs and collaboration with the Elementary Education department and school

leaders. Based on the professional development needs of the staff and which strategies will yield the highest return, there will be site specific strategies identified and implemented school wide. Based on implementation and results, additional strategies will be strategically scaled up in the future.

Training & Support (See Chart Below)

Standards- Based and Conditioning Learning
- TLAC 1.0 and 2.0 Task Force Training
- A TLAC Task Force will be established at each school site to build capacity. Task members will be selected based on a rigorous application process, non-evaluative TPLG classroom observations, and input from the leadership team. We will also collaborate with the Elementary Education Department to assist us with determining Task Force members.
- TLAC 1.0 Systems and Routines - schoolwide
- Co-facilitated by school- based TLAC Task Force
- TLAC 2.0 High Behavioral Expectations - schoolwide
- Co-facilitated by school- based TLAC Task Force
- FTEM Overview
- TLAC Professional Learning Bites Reinforcing previously taught 1.0 and 2.0 strategies
- TLAC Professional Learning Bites - Site Specific, to be determined based on monthly professional needs assessment.
- TLAC Professional Learning: Training of Engagement Strategies (90 min) (determined by needs of TPLG schools)

Professional Responsibility- Year Long
- Promoting Teacher Leadership and Collaboration (PTLC Teacher Roundtable)
- Utilize EMPOWER Broward Teacher Leader Mentors -Working with the Coach and Induction to prevent overlap, struggling teachers will be assigned a mentor through the TPLG EMPOWER Broward Teacher Leader program. The mentors will support teachers with scholars and utilize the PM1 and PM2 data to promote achievement.

Modality of delivery
1. Virtual delivery
2. Face to Face
3. PLC Task Force led training
4. Open lab delivery – based on previously introduced bite/ training
5. One- one virtual sessions via booking with staff developers
6. Saturday/ Afterschool virtual/ in-person sessions
7. Scheduling Weekly Lab times for the Staff Developers/ Peer Reviewers to follow up and support teachers trained

Peer Reviewer Support for Teachers - Offered Teachers identified with a "U" or "NI"
- Schoolwide FTEM overview (December)
- Weekly support offered to each school site to assist with FTEM planning conference questions (October – May)
- Individualized cycle of assistance with a VAM Rating of a U or NI

Implementation of Support Timeline

TPLG Professional Development / Support	FTEM Alignment	TLAC Strategies	Delivery of Timeline	Target Audience	When and How Offered	Monitored for Effectiveness
TLAC Task Force Member Training (October TLAC 1.0, November 2.0)	*Establishing and Acknowledging Adherence to Rules and Procedures* *Reviewing Content and Previewing New Content* *Identifying Critical Content from the Standard* *Establishing and Maintaining Effective Relationships in a Student–Centered Classroom*	Engineer Efficiency, Habits of Attention, Threshold & Strong Start Radar and Be Seen, Make Expectations Visible, Make Expectations Visible, Strong Voice Do Now, Exit Ticket, Least Invasive Intervention and Firm, Calm, Finesse	October/November	Selected teachers based on application process	On-line	Open lab delivery One-one virtual sessions via booking with staff developers, peer reviewers, and task force members Canvas Course
TLAC1.0	*Establishing and Acknowledging Adherence to Rules and Procedures* *Reviewing Content and Previewing New Content* *Identifying Critical Content from the Standard*	Engineer Efficiency Habits of Attention Threshold & Strong Start Do Now Exit Ticket	October/November	Schoolwide	Face to face: Principal decision; Can be offered planning day, after school, Saturdays	Open lab delivery One-one virtual sessions via booking with staff developers, peer reviewers, and task force members Canvas Course
TLAC 2.0	*Establishing and Acknowledging Adherence to Rules and Procedures* *Establishing and Maintaining Effective Relationships in a Student–Centered Classroom*	Radar and Be Seen Make Expectations Visible Strong Voice Art of Con-sequences Least Invasive Intervention	December/January	Schoolwide	Face to face: Principal decision; Can be offered planning day, after school, Saturdays	Open lab delivery One-one virtual sessions via booking with staff developers, peer reviewers, and task force members Canvas Course

		Firm, Calm, Finesse				
FTEM Overview			December	Schoolwide	Face- to - Face	
Learning Bite- Threshold & Strong Start (session 1) **Site Specific Learning Bite** (session2)	*Establishing and Acknowledging Adherence to Rules and Procedures* *To be determined based on monthly needs assessment*	Threshold & Strong Start	February (bi-weekly)	Schoolwide Schoolwide/ selected staff based on needs assessment	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course
Learning Bite- Exit Ticket and Plan for Error **Site Specific Learning Bite** (session2)	*Reviewing Content and Previewing New Content* *To be determined based on monthly needs assessment*	-Exit Ticket and Plan for Error	March (bi-weekly)	Schoolwide	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course
Learning Bite- Radar and Be Seen **Site Specific Learning Bite** (session2)	*Establishing and Acknowledging Adherence to Rules and Procedures* *To be determined based on monthly needs assessment*	-Radar and Be Seen	April (bi- weekly)	Schoolwide	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course
Review of TLAC Strategies	*Establishing and Acknowledging Adherence to Rules and Procedures* *Reviewing Content and Previewing New Content*	Review TLAC strategies and needs assessment for following year	May/ June	Schoolwide	Virtual or Face to Face	Open lab delivery One- one virtual sessions via booking with staff developers, and task force member Canvas Course

New Teacher Support

New Teacher Academy (NTA):
All new teachers to the district and assigned to North Fork Elementary will attend a four-day New Teacher Academy Program. New Teacher Academy participants will receive an introduction to:
- Instructional Practices
- Assessments
- B.E.S.T. Standards
- Lesson Planning
- Classroom Management
- Professionalism

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Alternative Certification Educator Program (ACE) and Broward Educator Certificate Program Support

ACE	BEC
➤ Must be a Full-time Teacher with official passing scores on all subtests of the General Knowledge Test ➤ Online coursework ➤ Self-paced ➤ National Board Certified Teachers and/or Highly Effective Teachers assess tasks and assignments in the FDOE database ➤ Tasks and assignments are aligned to the Florida Educator Accomplished Practices (FEAPs) ➤ Mastery of the FEAPs must be at the Demonstrated level ➤ District Coach is assigned ➤ Cost: None ➤ Program is all inclusive; not transferrable to other programs ➤ Mandatory Orientation	➤ Must be a Full-time Teacher ➤ Online classes ➤ Schedule of courses ➤ BC/FAU professors deliver and assess assignments ➤ Course materials and assignments are aligned to the Florida Educator Accomplished Practices (FEAPs) ➤ Grade of "C" or better is required for each class ➤ District Coach is assigned ➤ Site-based coach may be assigned ➤ Cost: Application fee, other fees and course materials ➤ Non-degree seeking one-year program ➤ Mandatory Orientation

Coaching and Induction Department

Instructional Coach Credentialing
The Department of Coaching and Induction requires Instructional Coaches at North Fork Elementary to participate in the Broward Coach Credentialing Program. The Broward Coach Credentialing Program is professional development that focuses on preparing Instructional Coaches to fully support teachers by improving their coaching skills. The credentialing program is a transformative and comprehensive coaching program encompassing professional learning modules. The learning modules provide opportunities for Instructional Coaches to improve their coaching and grow their practice through a series of 5 modules (10 3-hour sessions). As an extension of their learning, Instructional Coaches are required to examine their school-wide data, meet with their principal to outline roles and expectations, conduct in-depth analysis of their case study teachers' strengths and weaknesses through teacher observations and identify a focus area to improve which will allow them to utilize their coaching skills, and advance their practice.

The Instructional Coaches receive face-to-face support from District Level Master Coaches and engage in on-site coaching rounds with a Master Coach to further support and continue to develop coaching practices. Master Coaches monitor the progress of Instructional Coaches through in-field visits. In-field visits include the following:
- Review School-wide Data Analysis, Coaching for Student Achievement Action Plans, and determine progress with teachers.
- Master Coaches will identify the processes and strategies implemented by the Coach that guide the teachers in planning effective lessons that advance student learning.
- Review the Coaching Action Plans to determine areas of strength and areas for growth. Identify specific actions the Instructional Coach has taken to achieve goals established with teachers.
- Broward Coach Credentialing includes both Professional Development Modules from the Department of Coaching and Induction as well as content-based instruction from the Office of Academics. Instructional Coaches must complete the content-based professional learning for their content area offered by Elementary Learning prior to completing the credentialing program.
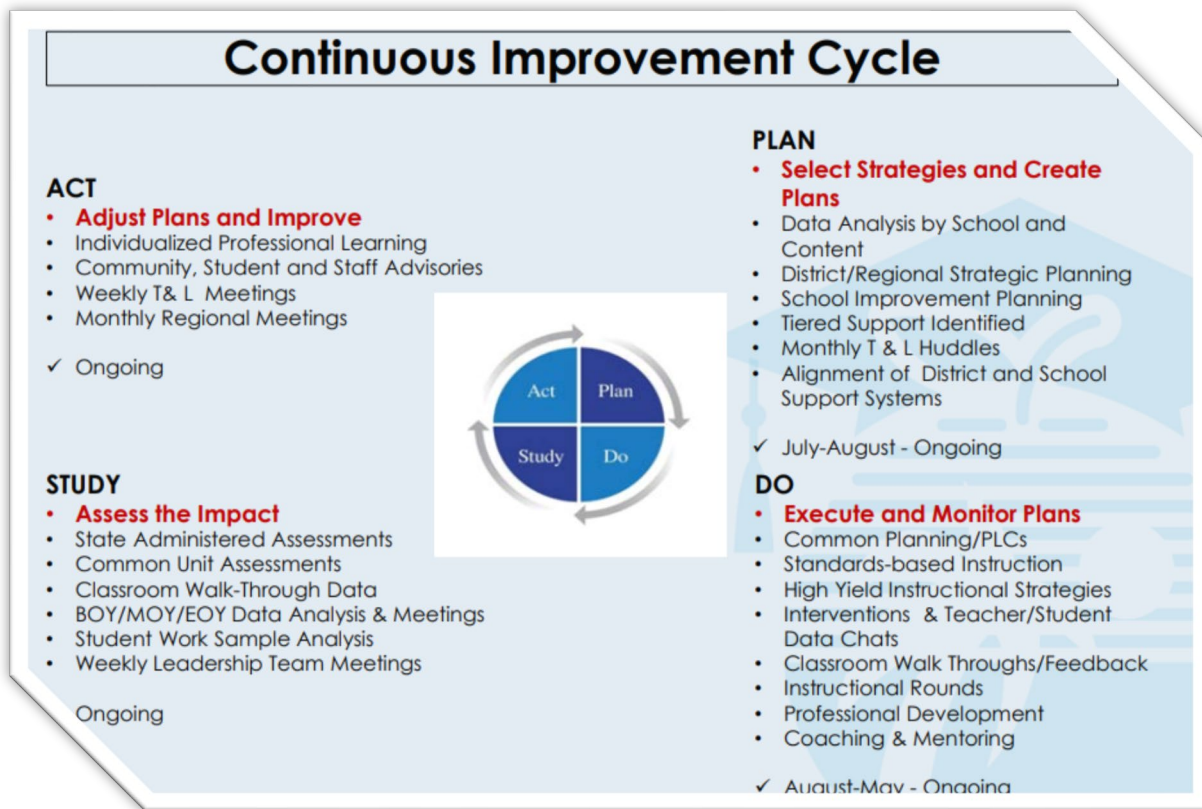
Site Based Mentors (Instructional Staff)

The Department of Coaching and Induction are requiring site-based mentors at North Fork Elementary, who will provide support for any struggling teacher with three or more years of teaching experience to participate in the Broward Coach Credentialing Program.

Broward Coach Credentialing Program encompasses face-to-face professional learning modules. Research-based learning modules provide opportunities for site-based mentors to improve their coaching and grow their practice through a series of 5 modules (10 3-hour sessions). As a result of the participation in the Broward Coach Credential Program, site-based mentors will reflect on a variety of coaching practices (e.g., student data, formative data on teacher practice, coaching observation data, and data from coaching interactions). This will allow the site-based mentors to deepen their insights into teachers and students' needs.

Site Based Mentors engage in on-site coaching rounds with District Level Master Coaches to further support and continue to develop coaching practices. In addition, Master Coaches monitor the progress of the site-based mentors through a completion of a Coaching Data Project.

Leadership Development

Administrators at North Fork Elementary are provided professional learning during Regional monthly meetings facilitated by various District departments. The content is centered around instructional leadership with a focus on the research-based levers of effective leadership from Bambrick-Santoyo's Leverage Leadership 2.0, such as Data-driven Instruction (DDI), Planning for Standards-based instruction, and Analyzing Student Work to name a few. Content specific learning will be provided by district departments for leaders to identify effective standards-based instruction and to support instructional staff in their work to incorporate new curriculum resources, standards and assessments effectively in order to ensure targeted and differentiated instruction for student groups. The professional learning includes pre-work and follow-up work for school-based leaders. All the monthly learning will be applied as a Plan Do Study Act Model to allow leaders to practice the new skills and knowledge in ways that positively improve teacher and student outcomes. The learning is being monitored through pre- and post-learning survey assessments as well as Regional Directors of Teaching and Learning surveying for appropriate implementation of the learning during school site visits.

Continuous Improvement Cycle

ACT
- **Adjust Plans and Improve**
- Individualized Professional Learning
- Community, Student and Staff Advisories
- Weekly T& L Meetings
- Monthly Regional Meetings

✓ Ongoing

PLAN
- **Select Strategies and Create Plans**
- Data Analysis by School and Content
- District/Regional Strategic Planning
- School Improvement Planning
- Tiered Support Identified
- Monthly T & L Huddles
- Alignment of District and School Support Systems

✓ July-August - Ongoing

STUDY
- **Assess the Impact**
- State Administered Assessments
- Common Unit Assessments
- Classroom Walk-Through Data
- BOY/MOY/EOY Data Analysis & Meetings
- Student Work Sample Analysis
- Weekly Leadership Team Meetings

Ongoing

DO
- **Execute and Monitor Plans**
- Common Planning/PLCs
- Standards-based Instruction
- High Yield Instructional Strategies
- Interventions & Teacher/Student Data Chats
- Classroom Walk Throughs/Feedback
- Instructional Rounds
- Professional Development
- Coaching & Mentoring

✓ August-May - Ongoing

BOY – Beginning of the Year
MOY – Middle of the Year
EOY – End of the Year
T&L – Teaching and Learning Division

Additionally, through the Department of Coaching and Induction the Career Continuum Leadership Team (CCLT), schools will build capacity and provide valuable mentorship for school leaders and aspiring school leaders. The Career Continuum Leadership Team guides respective educators towards professional growth and building leadership skills. The establishment of these teams created a clear and defined pathway for educators to follow, set goals, and grow professionally. Each member of the team will be trained through an existing district-level leadership mentoring course, Coaching Leaders to Attain Student Success (CLASS).

The CLASS course helps develop school leaders' ability to draw upon a variety of instructional, collaborative, and facilitative coaching strategies to support continuous improvement efforts. The CLASS course is a face-to-face professional development that consists of 2 full days of learning, two half-day forums, and a scheduled one-on-one coaching feedback session. Participants learn the role and impact of an effective leadership coach and coaching strategies designed to advance their mentoring practice. In addition, participants learn ways to coach with actionable feedback to accelerate a school leader's ability to impact instructional practice, cultivate healthy working conditions, and utilize teacher talent.

An assigned Principal Coach will monitor the school leaders and aspiring school leaders mentoring through in-field coaching sessions. In-field coaching strengthens the mentoring skills of the school leaders and aspiring school leaders through providing ongoing monitoring, support, and actionable feedback.

Nova Southeastern University (NSU) Trauma Training

The NSU Trauma Training is designed to increase teachers' ability at North Fork Elementary to recognize trauma, emotional and other related issues when children in Kindergarten through Grade 5 exhibit them in the classroom or outside the classroom. The professional learning also includes how to recognize if they, as educators, may be suffering from trauma, emotional or stress related issues.

The "Train the Trainer" model will be used with members from Career Continuum Leadership Team (CCLT). The CCLT cross-functional team from North Fork Elementary consists of a Principal, Assistant Principal and Teacher. Members of the team will have the opportunity to talk about their current unique scenarios and share their deficits or areas in their school, which could be improved with the proper training and education.

Training will be delivered via quarterly full day in person workshops. Each workshop is built on the previous one with the expectation that participants will share their learning with their peers using the "Train the Trainer" model.

Positive Culture and Environment

North Fork Elementary holds SAC meetings, Open houses, and special nights that highlight each Content Area such as Reading Night and Math night and are looking forward to these upcoming events. They utilize parent link as a form of communion to keep all stakeholders up to date with any new information. These help parents get involved and build the school community. Students also benefit from these extra -curricular opportunities (cheerleading, dance, etc.) as they see their teachers and other staff members in various modes, and we all get to learn more about each other.

There are several stakeholders that play a part in promoting a positive culture and environment at the school. Administrators, teachers, parents, students, security staff, and community partners. Each brings something unique to the school community. The administrators work to ensure the day-to-day operations of the school run smoothly. The teachers share the standards and curriculum with the students and work to help it connect to real life. The parents and students are our customers. North Fork Elementary provides a service of helping all stakeholders become stronger and better citizens through nurture, care, education, and collaboration. The security staff ensures the campus is safe, thus helping students, staff, and parents feel safe. The community partners work to fill the needs of our school through hospitality and benevolence.

Part B.
All assurances from TOP-1 for district-managed turnaround has been addressed in the subsequent pages of this plan.

Explain the correlation between the Schoolwide Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2:

School leadership along with Region Directors and Region Superintendent monitor student assessment data to revise the School Improvement Plan (SIP), as it is a living document. The District Managed Turnaround Plan – 2 is aligned with the Areas of Focus outlined in North Fork Elementary's SIP. An integral part of the TOP-2 is to improve student achievement, build capacity of all staff members and develop partnerships with the community. The integral area for improvement is Tier 1 instruction which aligns with the Areas of Focus in the SIP.

Based on the 2022 FSA data, ELA showed an overall proficiency of 15%, ELA Learning Gains decreased by 22% and LQ Learning Gains decreased by 35% resulting in identifying ELA as an area of focus. Based on student achievement data and iObservation data, North Fork will provide professional learning communities (PLC) on a three-week rotation to help teachers to implement effective strategies in the classroom. A variety of research-based strategies will be implemented to help teachers improve instructional delivery practices, thereby increasing student achievement. Additional strategies include peer coaching, coaching cycles, and modeled instruction with an academic support teacher in 3rd, 4th and 5th grade. Progress monitoring of ELA achievement will be done through the ELA F.A.S.T. Assessment, three times a year. ELA data will be monitored by the Benchmark Advance Unit Assessments (Every 3 Weeks).

North Fork Elementary will focus on all content area proficiency for Students with Disabilities (SWD) and English Language Learners (ELL). Based on the 2022 FSA data, Students with Disabilities (SWD) showed 7% proficiency in ELA, 10% proficiency in Math, and 0% proficiency in Science. English Language Learners (ELL) showed 5% proficiency in ELA, 11% proficiency in Math, and 0% proficiency in Science. This signifies that there are significant academic gaps and deficiencies in ELA, Math and Science for our SWD and ELL students. The district provides a curriculum that is a standards-based and specifically aligned to the B.E.S.T Standards for ELA and Math. Teachers will implement Tier 1 instruction with fidelity in all content areas. Coaching cycles will be provided for Tier 2 and Tier 3 Teachers (observation, feedback, modeling, co-teaching, and peer observation). Using a pre/during and after planning protocol, an additional 1 hour per week of planning with a focus on instructional delivery to include the ESE Support Facilitator and the teachers of ELL Students, will be implemented. Progress monitoring of ELA and Math achievement will be done through the F.A.S.T. Assessment, three times a year. ELA data will be monitored by the Benchmark Advance Unit Assessments (Every 3 Weeks). Mastery Connect Monthly Assessments and the State Science Assessments will be used for progress monitoring of the Science achievement.

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The School Improvement Plan will be the driver of conversation and lever for actions for district and school leadership teams. The Region Director and Elementary Learning Director monitor implementation of support on a weekly basis and make real time adjustments when additional support is needed. The role of district staff is to remove barriers and provide on-site assistance to meet the needs of the school. North Fork Elementary will receive targeted professional development aligned to standards-based instruction and differentiation will result in building capacity in both teachers and site-based leadership to improve Tier 1 instruction and increase proficiency for students.

The school wide areas of focus also permit the district staff to target discussions and interactions with teachers that align with the site-based goal. With support and guidance from the Academics Division, support staff will design trainings specific to the needs, trends, and school improvement focus. Coaching conversations include a targeted group and/or individual goal, which typically include the desired impact of

the lesson design, techniques, decisions, and methods used to enhance student learning. Logs are maintained, reviewed, accessible for monitoring of action steps, timelines, and progress towards goals.

Increased communication and strategic planning to align support for North Fork Elementary will be conducted via monthly Teaching and Learning Huddles that includes Deputy Superintendent of Teaching & Learning, Regional Superintendents, Executive Directors, and Directors (Broward District Leadership Team).

District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

☒ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.

3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

Describe the district leadership team and its role in implementing the DMT plan.

Key personnel make up the Broward County Public Schools District Leadership Team. This team includes the Superintendent of Schools, the Superintendent's Cabinet (Deputy Superintendent and Division Chiefs), Senior Leadership Team (Regional/Associate Superintendents and Executive Directors) and Regional and District Directors. To strategically focus and reflect on the work, Teaching and Learning Huddles which includes Broward's District Leadership Team will meet on a monthly basis. These meetings provide central office staff a vehicle to improve communication, to collectively focus and align resources, to gain a greater understanding of the desired outcomes in order to be more efficient and effective in supporting schools.

The district has adopted a new governance structure for the schools, which includes, but is not limited to, requiring the principals to report to a "turnaround lead" at the district level. The Central Region Superintendent is the turnaround lead and reports directly to the Deputy Superintendent of Teaching and Learning. The Central Region Superintendent is the district's contact for School Improvement (SI) Schools and works closely with the Bureau of School Improvement (BSI) and the BCPS Research, Evaluation, and Accountability department. The Central Region Superintendent helps coordinate site visits, instructional reviews, and professional development for schools. Additionally, the Central Region Superintendent works closely with schools in reporting quarterly progress monitoring data as well as overseeing deliverable related to the school improvement grants.

The schools are divided into four regions with a Regional Director as the lead for an assigned portfolio of schools and each Regional Director report to a Region/Associate Superintendent. The Region/Associate Superintendents regularly revisit portfolios of schools to analyze the effectiveness of Regional Directors matched with turnaround schools. These portfolios of schools are fluid to provide the most conducive and effective type of support and guidance to maximize school success.

The Region/Associate Superintendents and Regional Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's Cabinet as well as any topics concerning school processes and procedures regarding instructional framework and school operations. Regional Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts.

Ongoing conversations between building administration and district staff will help determine if action plans and progress points related to the Areas of Focus identified in the School Improvement Plan need to be altered. This partnership will provide continual checkpoints regarding implementation of turnaround strategies. The district leadership records the areas of focus and next steps identified during weekly site visits in shared platform and identify personnel responsible. Additionally, this strategy helps facilitate communication and accountability in identifying and following up on action steps. In addition to onsite visits, the principal will meet with Regional Director on a bi-monthly basis to review progress toward meeting the goals outlined in the School Improvement Plan.

Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.

Strategic staffing and prioritization of hiring was provided for North Fork Elementary. A job fair was specifically designed for all of the district's UniSIG schools which includes North Fork. As a result of this effort, all instructional positions are currently filled.

A master schedule audit was conducted by the Region Director prior to the publishing and implementation of the school's master schedule. Specific components such as common planning, uninterrupted core blocks, allocation of required instructional minutes, and teacher assignments were reviewed.

During budget conferences, the allocation of fiscal resources and human capital were granted when it was determined its impact would result in positive student outcomes.

Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Florida Benchmark Advance was developed to meet the expectations and rigor of the new BEST Standards. It meets all ELA standards, strands, and expectations in Foundations, Reading, Vocabulary, and Communication. The BEST Standards stress that "knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades." Benchmark Advance builds knowledge within and across grade levels. 10 topic-based units per grade revolve around an essential question with multiple text sets per topic. Three weeks of instruction per unit allow students to build concepts, vocabulary, and content knowledge. Grades K-5 vertical and horizontal alignment builds knowledge for subsequent years. Students make meaning from texts, build vocabulary, and deepen comprehension as addressed in the B.E.S.T. Standards. The assessments within Benchmark Advance are fully aligned to the BEST Standards, mirror the format of the FAST ELA, and provide powerful standards-based reporting to inform small group instruction. Daily instruction in foundational skills is systematic, explicit and aligned to the science of reading research. Every phonics mini-lesson consists of explicit instruction, meaningful practice, and spiral review. Benchmark Advance teaches the three types of writing as outlined in the

BEST Standards: Argumentative, Expository, and Narrative. Benchmark Advance is on the State of Florida Instructional Materials Adoption List which means it met standards alignment and scoring criteria. See list here: https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAdoptedMaterials.pdf

As stated in the Broward K-12 Comprehensive Reading Plan, the approved intervention programs are evidence-based or supported by the IES Practice Guide Recommendations listed:

- Reading Horizons Discovery (K-3) - IES Practice ##2 and #3
- Reading Horizons Elevate (4-5) – Hattie Practice #31, 48, #92
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words SIPPS (K-5) – Evidence for ESSA-Moderate Evidence
- Specialized Program Individualizing Reading Excellence SPIRE (K-5) – Promising Evidence
- Sound Partners (K-3) – WWC Summary of Evidence Evidence for ESSA - Strong
- Lindamood Phoneme Sequencing LIPS- Strong Evidence
- Leveled Literacy Intervention LLI (K-5) -Strong Evidence

In addition, LLI, LIPS, and Sound Partners are listed in FCRR's Reading Program Repository: https://fcrr.org/repository?keys=&field_rating_source_value=All&field_skill_value=All&page=0

- The School Board of Broward County approved the adoption of *enVision Florida B.E.S.T. Mathematics* on May 17, 2022 after a year-long adoption process. enVision captures the simplicity, practicality, and specificity of the Florida B.E.S.T. Mathematics Standards. It embraces research- and classroom-proven curriculum and instruction principles shown to promote the depth of mathematical understanding needed for student success. The Mathematical Thinking and Reasoning Standards are embedded and translated to observable verbal and written behaviors by students as they do mathematics.
- The 2023 content was built off a curriculum that research has shown to be highly effective: the original enVision Math program (PRES Associates, 2009; What Works Clearinghouse, 2013). Lessons focus on benchmarks within standards. Fourteen Topics at each grade level focus on standards within strands and take areas of emphasis into account. Cross-benchmark connections are infused within and across topics to help students see content connections across the grade.
- Research shows that conceptual understanding is developed when new mathematics is introduced in the context of solving a real problem in which ideas related to the new content are embedded (Lester and Charles, 2003). Problem-based teaching and learning is part of the core instructional approach used in enVision. Visual learning strategies are especially appropriate to the teaching and learning of math. (Boaler et al., 2016). Each lesson in enVision includes a visual learning bridge that supports explicit instruction of key mathematics ideas.
- enVision Mathematics includes a comprehensive intervention kit (Math Diagnosis and Intervention System). The intervention system includes intervention lessons, guided instruction, and diagnostic tests. The diagnostic tests help identify struggling students and their specific needs. Intervention lessons provide targeted intervention throughout the school year.
- The adopted curriculum for K-5 Science is STEMscopes. STEMscopes is a comprehensive suite of results-oriented STEM curriculum and meets all Florida Next Generation Sunshine State Standards for Science. The curriculum follows the 5E instructional model. The 5E model was

developed by the Biological Sciences Curriculum Study and is a learning cycle based on a constructivist view of learning. The 5E model follows an intentional sequence of instruction that places students at the center of their learning experiences. The 5E model promotes collaborative, active learning in which students work together to solve problems and investigate new concepts by asking questions, observing, analyzing and drawing conclusions. The 5E instructional model puts much of the responsibility for learning on the student as they construct knowledge through discovery while the teacher guides them and provides direct instruction after the student engages in cooperative exploration activities.

- Historically, students in high-poverty areas have less access to science resources, experiences and classes. The STEMscopes curriculum was delivered with all needed hands-on materials. The 5E instructional model supports the implementation of hands-on investigations during the "explore" section.

- Broward County Public Schools utilizes instructional materials that are aligned to the Next Generation Sunshine State Standards for Social Studies. The Elementary Social Studies curriculum incorporates the required state statutes that focus on knowledge of the Declaration of Independence, the Constitution and Bill of Rights along with Florida's Constitution, our country's early history, Patriotism and Flag Education, the History of Florida, and age-appropriate lessons on the history of the Holocaust.

- The instructional materials include Document Based Questioning (DBQ Project). This curriculum includes the implementation of a DBQ lesson using the DBQ Project 6-Step method which incorporates reading and writing strategies. Student data is collected and analyzed based on a variety of scoring rubrics designed to measure student achievement in writing and effectiveness of instructional delivery. Students who learn history using The DBQ Project units learn to write clear, evidence-based essays. Moreover, in each step of the instructional method, students practice writing for a variety of different purposes. Writing needs to be an integral part of the learning process because research shows that writing promotes learning.

Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).

Benchmark Advance provides daily instruction in foundational skills that is systematic, explicit, and aligned to the science of reading research. Instruction emphasizes the five essential early literacy skills: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Explicit instruction follows a systematic, sequential scope and sequence, beginning with phonological awareness and moving to sound-spelling correspondence. Students apply their learning in decodable readers/texts available at all grade levels. Multisensory/multimodal opportunities are also included throughout. The intervention programs listed above include explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. Most of them also incorporate decodable or phonetic text instructional strategies.

Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
- ELA, Math, Science, and Social Studies scope and sequences/curriculum maps were realigned based on last year's summative data. They ensure that all grade level standards are taught in all subjects in a progression that supports student learning. Follow up support for program

implementation will be provided by content specific instructional specialist through professional learning opportunities, classroom modeling/co-teaching, and collaborative planning with grade level teams.

- Ongoing progress throughout the year will be closely monitored by the Elementary Learning Department dedicated instructional specialist in the area of ELA, Math, and Science to ensure teachers are impacting student performance. Adjustments to the action plans and teacher support will be revised as needed. Data-driven instruction will create an evidence-based approach to better serve the students.

- Support in the area of Science will occur through standards-based planning (using the 5E model), instructional delivery and data analysis. Support will also focus on modeling effective science instructional strategies for identified teachers. A Science Instructional Specialist has been assigned to North Fork Elementary as part of the UniSIG schools and will be supporting these schools exclusively during the school year so that they receive frequent, deliberate and prioritized support. The science instructional specialist will ensure that teachers are following the district scope and sequence for science with fidelity through frequent planning sessions. The science instructional specialist will be meeting with each of these schools at least one time per week to work with selected grade levels and teachers on science instruction. The assigned science instructional specialist will also meet with the science coach/contact at each of the schools to ensure that the coach is well-versed and understands how to access and utilize data provided by Mastery Connect where students will be assessed in grades 3-5 science standards. The science supervisor will be meeting with the assigned science instructional specialist to receive updates on the progress of the schools, review current science data for grades 3-5 and review instructional plan moving forward to ensure that the instructional planning taking place is addressing the needs of the students based on current data. All schools have been offered professional learning in the area of science.

- There is an ELA Instructional Specialist (IS) assigned to North Fork Elementary. The IS will work with the literacy coach to build capacity around supporting teachers with the implementation of our core curriculum, Benchmark Advance, as well as Tier 2 and 3 interventions. They will conduct walkthroughs, planning sessions with teachers, and professional learning based on individual teacher needs. Teachers that have not completed the district ELA Instructional Materials Part 1 and Part 2 trainings will be provided this training, in-person and at their school site, facilitated by the IS. Based on walkthroughs and data, the IS will model or co-teach whole group minilessons and small group lessons. After the Benchmark Unit Assessments are taken, the IS will analyze the data with teachers and determine next steps. North Fork Elementary has been identified as RAISE Intensive schools. This means they also receive support from the State Regional Literacy Directors (SRLDs). SRLDs focus on improving implementation of evidence-based reading instruction and intervention to meet the needs of all students. SRLDs monitor school-level and classroom-level data to help provide differentiated support to school-level literacy leadership teams, literacy coaches, and teachers. SRLDs provide: Professional learning aligned to the science of reading and evidence-based strategies identified pursuant to s. 1001.215(8), F.S.; Initial and ongoing professional learning and support for effective implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards; Professional learning and support for building capacity of school-level literacy leadership teams specified in Rule 6A-6.053, F.A.C.; Professional learning and support for literacy coaches, including delivery of the literacy coach endorsement program. They also assist the schools with: Data-informed instructional decision-making using progress monitoring and

other appropriate data; Selection and consistent, coordinated use of high-quality evidence-based instructional materials and supplemental materials; Reading instruction in other core subject area curricula, with an emphasis on civic literacy; and A multi-tiered system of supports in order to provide students effective interventions and identify students who may require an evaluation for special educational services, including identifying characteristics of conditions that affect phonological processing, such as dyslexia.

- A math instructional specialist (IS) has been assigned to work throughout the school year with North Fork Elementary. The IS will support the effective implementation of mathematics instruction and the school's specific action plans on a weekly basis. Emphasis will be placed on providing necessary professional learning opportunities to improve Tier 1 instruction, followed by the cycle of implementation support. Weekly support includes working with the school-based coaches, interventionalists, and classroom teachers with planning and modeling evidence-based practices. The IS will support the pacing of instruction to ensure alignment with the District's scope and sequence. Co-teaching lesson modeling with focus on a three-step learning design that includes assessing and differentiating instruction to reteach or enrich student learning.

- The MTSS Supervisor and MTSS Instructional Facilitator provide direct support to each school's MTSS Coordinator and Collaborative Problem-Solving Team (CPS Team). The MTSS Instructional Facilitator assigned to North Fork Elementary will ensure MTSS practices are established for implementing a standardized process for Tier 1 problem-solving process with fidelity, appropriate interventions and supports are implemented to address student needs across all tiers and linked to Tier 1 instruction and student outcomes. This is accomplished through the intentional development and implementation of a multi-tiered system of supports, with an emphasis on building capacity and infrastructure for implementation, data-based problem-solving and three-tiered model of instruction and intervention to improve the academic, behavioral, emotional, and life skills of all students. All schools receive weekly technical assistance, training and/or coaching support to ensure a common language, common understanding, and common MTSS implementation practices are established. The MTSS Instructional Facilitator strategically collaborates with the school's CPS Team including an administrator, ELA and Math district and school based instructional specialist and other department's instructional specialist weekly to review student data and determine if universal tier 1, targeted tier 2, and intensive tier 3 plans are effectively addressing student needs. Based on the analysis and findings Tier 1 and/or Standard Protocol Plans are created for all student or groups of students across all grade levels, content areas and tiers. Targeted (Tier 2) and Intensive (Tier 3) plans of support are created for smaller groups and individual students. The MTSS Supervisor meets weekly with the MTSS Instructional Facilitator to review support provided to the schools. The schools' needs are reviewed guidance and support are provided to the schools based on their induvial needs. Additionally, the Elementary Learning Department supervisors and instructional facilitators engage in data-based problem solving and decision making weekly to coordinate follow-up services and support to all schools. The MTSS Instructional Facilitator strategically collaborates with the school's CPS Team including an administrator, ELA and Math district and school based instructional specialist and other department's instructional specialist continuously review school plans. Based on the analysis of student progress monitoring and summative assessment data modifications and adjustments to instruction and intervention plans of support based on student outcomes. Additionally, the team reviews student attendance, behavior, social emotional needs, and coordinates with other departments to ensure additional support services are provided to the schools. The team ensures student progress is monitored at the appropriate frequency, fidelity of implementation is assessed

and response to intervention is determined. The process is cyclical, and plans are analyzed to identify how each school follows the steps of an evidenced-based (Four-Step Problem-Solving Process) and decision-making process. The analysis highlights how the processes protocols, guidance, and resources were leveraged throughout the process to improve student outcomes.

Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.

Reading allocation funds were prioritized to assign a Literacy Coach to elementary schools with the greatest need in grades K-3 reading. The Department of Student Assessment and Research conducted an analysis of students scoring below grade-level performance on the iReady (K-3), FSA (Grade 3), and District's Primary Reading Assessment (Grades 1-2) and ranked all elementary schools with those three criteria to determine which elementary schools had the greatest need in reading per 6A.-6.053 F.A.C. Based on reading allocation funding for the 2022-2023, 107 elementary schools (including North Fork Elementary) were identified to be funded with a reading endorsed or reading certified Literacy Coach.

Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

- District prioritization of services and support to North Fork Elementary that includes staffing, facilities, budget, professional development, etc.
- Mandatory Professional Development for Teachers
- Modified staffing guidelines to allow transfers of Highly Effective/Effective instructional staff throughout the year.

Describe the system that the district will put in place to review and monitor the effectiveness of the support.


- An Academic Support Plan was developed for North Fork Elementary that details district support structures designed to improve student outcomes. Such support includes but not limited to the following:

- **Academic Infrastructure-**Targeted support to strengthen school's structure in the following areas: Standards-Based Instruction, Professional Learning Communities, Data Driven Instruction, Teacher *Pedagogy, Data Reviews for Progress Monitoring, and Instructional Rounds*
- **Professional Development-**Targeted/prioritized professional development based on student/teacher data
- **Instructional Specialists-**School support in reading, mathematics, science and MTSS
- **Master Coaches-**Instructional coaching support for teachers and school-based coaches
- **Leadership Coaching-**Leadership coaching and mentoring for school leaders
- **School Culture/Climate-**Safe and secure learning environment

District Support Monitoring Plan
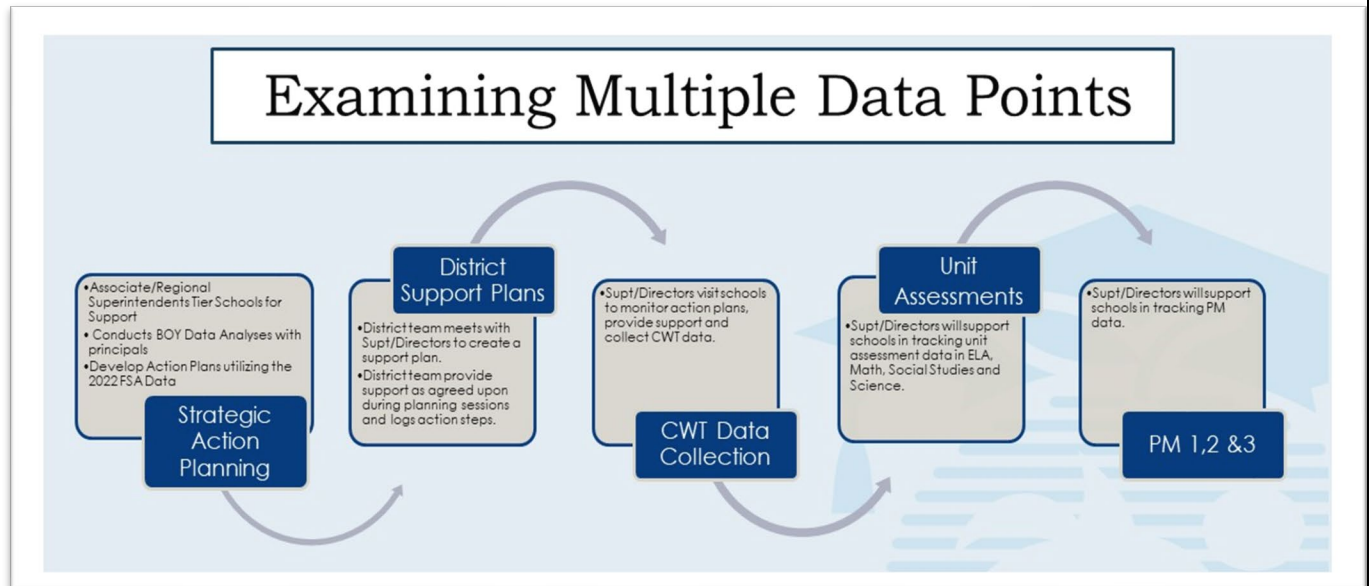
- Ongoing critical examination of the above data points during bi-weekly data chats in regions and departments.
- Ongoing critical examination of student work (assessments, products/projects, writing journals/writing samples).
- Ongoing critical examination of instructional practices through Classroom Walkthrough (CWT) data trends and targeted feedback.

Classroom Walkthrough Look Fors

1. Instruction is aligned to grade-level standards.
2. Task is aligned to grade-level standards.
3. Pacing is appropriate, Use of Scope and Sequence & IFC is evident.
4. The teacher uses strategies and structures that facilitate participation and meaning making by all students (use of structures for processing).
   - ❑ Thinking
   - ❑ Writing
   - ❑ Speaking

5. The teacher uses instructional strategies based on planned and/or in-the-moment decisions to address learning needs (use of monitoring strategies).
   - ❑ Participation
   - ❑ Understanding
   - ❑ Misconceptions

Assurance 2: School Capacity-Leaders and Educators

☒ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

☒ The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

☒ The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

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☒ Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

☒ Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

Gretchen Atkins-Brown, current principal at Dillard Elementary School in Broward County has been selected as the new leader for North Fork Elementary's transformation. Mrs. Atkins-Brown will officially begin her new role after the School Board of Broward County approves the lateral transfer at the next regular school board meeting on August 9, 2022. The selection process included an interview with Mrs. Atkins-Brown discussing her turnaround accomplishments and leadership experiences conducted by the Central Regional Superintendent and the Director of Teaching and Learning The principal has been replaced with a turnaround leader who has a proven track record of success. Gretchen Atkins-Brown has been selected to lead the turnaround efforts at North Fork Elementary. She began her tenure at North Fork on August 9, 2022. She has experience working in Title I schools as a teacher and administrator.

Mrs. Atkins-Brown has been a successful principal for the past seven years and most recently exceeded reading and math student performance data and increased Dillard's school grade from an "F" to "C". Under her leadership, Dillard Elementary continues to maintain high levels of student and teacher academic performance. Mrs. Atkins-Brown is a strong instructional leader who has demonstrated the ability to effectively analyze data for decision making, create positive student and staff culture, and build relationships with stakeholders.

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Mrs. Atkins-Brown will be afforded the opportunity to fill North Fork's current vacancies and enhance the school's leadership team with educators who have a successful track record improving the performance of students and adults. The district will allow flexibility and autonomy to attract quality candidates. Additionally, current vacancies will be placed on hold to allow Mrs. Atkins-Brown the opportunity to recruit high-quality teachers that align with the vision and mission of the school. District training with a focus on pedagogy and instructional practices will be prioritized for teachers at North Fork Elementary. Mrs. Atkins-Brown will also be afforded the opportunity to amend current teacher assignments. The district's transfer window will be opened to allow teacher transfers in and out of North Fork Elementary.

North Fork Elementary will be classified as a Tier 3 school, which will receive intensive support including, but not limited to, resources, strategic staffing, extended learning opportunities, and leadership coaching. If the school grade does not improve, the district will replace the school leadership team.

Mrs. Atkins-Brown will be offered an annual supplemental incentive package, a leadership coach, and higher learning opportunity to pursue a Ph.D. for providing effective leadership and improving student outcomes at North Fork Elementary.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?

Instructional hiring is completed at the school level. Principals at schools implementing a District Managed Turnaround (DMT) model have the option to advertise and hire teachers new to the District or accept transfers. The District annually works with the Broward Teachers Union to exempt these schools from reduction in force or receiving surplus teachers through a Memorandum of Understanding,

as well as accept transfer throughout the school year where other schools adhere to other HR guidelines. BCPS provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities, including but not limited to, Professional Study Days, changes in instructional schedule, and exam exemptions.

The district employs a reliable system to reassign or replace instructional staff whose students' failure to improve can be attributed to the faculty by monitoring and ensuring the number of Needs Improvement or Unsatisfactory rating remains below the District and State averages.

How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?

The Office of Talent and Acquisition ensures, through human resources guidelines, that all teachers are certified. A teacher candidate must provide at least two acceptable references, one being from their last principal. Broward teachers that receive less than an effective evaluation are not eligible for rehire at SI schools. Broward teachers' overall evaluation ratings are available for the hiring principal to review, and the office of Talent Acquisition verifies references/evaluations upon clearing employee for hire. The district ensures that teachers are not rehired at schools implementing DMT, unless they are Effective or Highly Effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect? Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

The district does not currently offer a bonus for teachers, although teachers and administrators are eligible for a State bonus. Teachers and administrators will receive the UniSIG Supplemental Teacher and Administrator Allocation as a recruitment/retention bonus. Eligible teachers may receive an allocation not to exceed $15,000 per Highly Effective and $7,500 per Effective state VAM teacher. Eligible Principals with a successful record in leading a Turnaround school may receive an allocation not to exceed $15,000. Eligible Assistant Principals with a successful record in leading a Turnaround school may receive an allocation not to exceed $7,500. There is no length of employment commitment, but their performance eligibility requires a State VAM score, Algebra 1 EOC performance score, and/or turnaround experience. This allocation is provided in grant funding from the State.

Assurance 2: Verification-School Capacity- Educators
In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

In addition to a Job Recruitment Fair hosted by the Office of Talent Acquisition, there was direct communication to eligible teachers of this opportunity. Eligible teachers were allowed to transfer to eligible schools after the transfer window closed, based on agreement with Broward Teachers Union.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

There were two teachers at North Fork Elementary with and Unsatisfactory VAM rating. One teacher will be reassigned upon return from leave and one teacher remained at the location. The teacher at North Fork Elementary was assigned a Peer Reviewer and has a support plan.

Confirm that all reassigned instructional personnel were not reassigned to SI schools.

Teachers with a less than effective State VAM rating were not assigned to SI school. Additionally, each reassigned teacher was assigned a Peer Reviewer to provide support and assistance with pedagogy at new location.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

There are currently no instructional vacancies at North Fork Elementary School. All vacancies were advertised and filed expeditiously once there was an instructional vacancy.

Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	7	0	1
School %	11%	78%	0%	11%
District %	16%	56%	13%	14%
State %	12%	62%	14%	11%

Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completing and submission of the TOP-2
Darius S. Adamson, Central Region Superintendent
Contact information: email, phone number
darius.adamson@browardschools.com, 754-321-3000
Date submitted to the Bureau of School Improvement (due October 1)
October 1, 2022
Superintendent signature (or authorized representative)

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