Fulford Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Fulford Elementary School

16140 NE 18TH AVE, North Miami Beach, FL 33162

http://fulford.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Fulford Elementary is to improve and maintain an environment where all are committed, attuned, and responsive to the individual needs and guidance of its multicultural population; to ensure all students' academic, social, and physical development; and to prepare them to make well-reasoned, thoughtful, and healthy life-long decisions.

Provide the school's vision statement.

Fulford Elementary School is committed to provide educational excellence for all students. We are dedicated to developing well-rounded and responsible individuals so they can reach their full potential. As a school community, we will provide a welcoming, safe, and supportive learning environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Maria	Principal	As principal, I will oversee the daily activities and operations within a school. My main duties include providing vision and leadership to staff members, correcting/redirecting or advising students, monitoring Teachers' curriculums and practices, and ensuring the school environment is safe for all students and staff members.
Agenor, Cherly	Assistant Principal	The assistant principal coordinates with the principal to ensure the vision and mission of the school is carried out. The assistant principal assists to maintain a safe school environment. The assistant principal also collaborates with all stakeholders to ensure success of students. Additional duties include behavior/discipline, testing, curriculum, SPED, and gifted.
Case, Judith	Reading Coach	Duties and responsibilities of the Reading/Literacy Coach responsible for the daily modelling of expected instruction for teachers, supporting teachers through coaching cycles, providing professional development for teachers/staff in literacy and providing small group instruction to students needing remediation in reading. Additionally, gathering, disaggregating data, conducting data chats and planning weekly to ensure fidelity of the literacy program for all students.
Kelly, Janet	Math Coach	Duties and responsibilities of the Mathematics Coach include the daily modelling of expected instruction for teachers, supporting teachers through coaching cycles, providing professional development for teachers/staff in mathematics and providing small group instruction to students needing remediation in math. Additionally, gathering, disaggregating data, conducting data chats and planning weekly to ensure fidelity of the mathematics program for all students.

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

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

The process for involving stakeholders in the process of the SIP started by sharing the data of the previous year for Reading, Math and Science. The parents, business partners and teachers discussed the data and reviewed the suggestions for Areas of Focus and the action steps for each. The stakeholders provided feedback on each component and determined whether they wanted to add anything further to develop the SIP. The suggestions are then taken to the faculty and discussed.

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

The SIP as well as data points are monitored whenever an assessment is administered and we have new data. The data is shared with the EESAC, Faculty and Parents (PTA). Data is reviewed and trends identified as well as intentional strategies that are going to be implemented to improve student achievement in all curricular areas.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	10	11	2	9	0	0	0	45
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in English Language Arts (ELA)	0	2	5	8	6	4	0	0	0	25
Course failure in Math	0	2	2	9	5	2	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	19	10	27	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	15	12	32	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	6	34	17	26	0	0	0	85

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	0	15	6	19	0	0	0	43

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	20	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	10	11	2	9	0	0	0	45
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	2	5	8	6	4	0	0	0	25
Course failure in Math	0	2	2	9	5	2	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	19	10	27	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	15	12	32	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	6	34	17	26	0	0	0	85
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	0	15	6	19	0	0	0	43

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	20	0	0	1	0	0	24
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	10	11	2	9	0	0	0	45
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	2	5	8	6	4	0	0	0	25
Course failure in Math	0	2	2	9	5	2	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	19	10	27	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	15	12	32	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	6	34	17	26	0	0	0	85
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	0	15	6	19	0	0	0	43

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	20	0	0	1	0	0	24
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

II. Needs Assessment/Data Review

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

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

Accountability Component	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	35	62	56	54	62	57
ELA Learning Gains	54	69	61	61	62	58
ELA Lowest 25th Percentile	49	60	52	71	58	53
Math Achievement*	37	64	60	70	69	63
Math Learning Gains	51	71	64	71	66	62
Math Lowest 25th Percentile	53	66	55	64	55	51
Science Achievement*	27	53	51	54	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	55			78		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	1	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	48			
HSP	36	Yes	1	
MUL				
PAC				
WHT				
FRL	45			

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	54	49	37	51	53	27					55
SWD	10	31		11	38							
ELL	26	36	25	30	41	32	14					55
AMI												
ASN												
BLK	38	55	55	39	55	64	26					55
HSP	24	51	41	24	38	36	22					52
MUL												
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT												
FRL	34	55	50	36	50	53	24					54

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	37	35	53	41	23	25	38					40
SWD	21			36								
ELL	36	31		41	34		40					40
AMI												
ASN												
BLK	33	29	50	37	19	21	35					43
HSP	43	46		50	38		45					33
MUL												
PAC												
WHT												
FRL	35	33	53	39	22	25	34					38

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	54	61	71	70	71	64	54					78
SWD	27	60		47	50							
ELL	59	65	60	72	77	70	61					78
AMI												
ASN												
BLK	51	60	73	69	70	66	47					71
HSP	59	63	60	69	68	62	65					88
MUL												
PAC												
WHT												
FRL	53	61	72	69	71	62	53					80

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
04	2023 - Spring	55%	58%	-3%	58%	-3%
03	2023 - Spring	41%	52%	-11%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	63%	-15%	59%	-11%
04	2023 - Spring	64%	64%	0%	61%	3%
05	2023 - Spring	30%	58%	-28%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	50%	-17%	51%	-18%

III. Planning for Improvement

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

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

The data component that showed the lowest performance for the 22-23 school year was the Science performance which was at a 37% proficiency (increase of 10% points from the previous year). Although Science showed the lowest proficiency scores, Science is directly related to Reading proficiency and Mathematics application proficiency which correlated with our overall 5th grade student scores. Our 5th graders scored 50% proficiency in Reading and 33% proficiency in Mathematics.

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

We are very happy to report that we had NO declines from the last school year!

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

The data component that showed the greatest gap was 3rd grade Reading and Mathematics. Reading proficiency was 9% lower than the state average (42%) and Mathematics was 10% lower than the state average (49%). There are multiple factors that contributed to 3rd grade generally having a weak foundation in both Reading and Math such as online learning, masks impacting the ability to learn visually and auditorily. These factors contributed greatly to the delayed acquisition of foundational skills. Although 3rd grade students are below the state averages, they started PM1 with 10% proficiency in Reading and 5% proficiency in Math. Based on the data presented, 3rd grade has significantly increased proficiency form PM1 to PM 3 in both Reading (increase of 32%) and Math (increase of 44%).

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

The data component that showed the most improvement was Reading. The new actions taken were under the direction of ETO. The Curriculum Support Specialists (CSS) met with the Reading coach and teachers to plan, identify class goals and student goals. The CSS helped coach and teachers gain and understanding of the new FAST standards, how to stack the standards instruction and how to use the PMA to monitor student understanding of standards. The CSS conducted mini professional development sessions on how to analyze data and use it. Coach conducted coaching cycles and provided assistance with small group instruction.

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

Third graders are performing on average below grade level in Reading and Mathematics, with 18 student retentions (8 ELL 1 SWD and 9 standard curriculum students). Our fourth graders are also in need of a lot of strong Tier 1 instruction, DI and Interventions in Reading and Mathematics to close the achievement gaps. There were 17 students promoted to the 4th grade for Good Cause (10 ELL, 5 SWD and 3 standard-curriculum students). Another area of concern is the discrepancy between the FAST Assessment administered to grades 3-5 and the STAR Assessment administered to grades K-2. This discrepancy makes it nearly impossible to see trends developing in foundational skills and proactively address those developing weaknesses. An assessment with a stronger correlation to the Grade 3-5 FAST Assessment is needed.

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

Our highest priority is Science, followed closely by Reading and Mathematics. We need to continue building on the success and gains we experiences in the 22-23 school year. We are an ETO school therefore our priorities remain consistent in all curricular areas. Strengthening Reading fluency and comprehension are a must which will impact all other curricular areas as well as developing students' conceptual understanding of all Mathematics benchmarks.

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

#1. Instructional Practice specifically relating to Collaborative Planning

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

According to the 2023 Science State Assessment (SSA), 37% of our 5th grade students were proficient in Science as compared to the State Average of 48% and a district average of 50%. Based on the data and identified contributing factors of lack of fidelity in implementing essential labs (K-4), lack of prior/conceptual knowledge, lack of fidelity to administration of Science Quarterly Assessments, and limited hands-on experimentation (science fair), we will implement the Targeted Element of Collaborative Planning.

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

With the implementation of Data-Driven Instruction, an additional 5% (for a total of 42%) of the 5th grade students will score a proficiency level of 3 or above in the area of Science as measured by the 2023-2024 Science State Assessment.

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

The Leadership Team will conduct quarterly data chats, monitor the quarterly assessments and topic assessments, and conduct weekly walk-throughs.

Person responsible for monitoring outcome:

Cherly Agenor (agenor@dadeschools.net)

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

Data-Driven Instruction is the evidence-based intervention chosen for this Area of Focus. After each topic assessment teachers will pull the data from Performance Matters and identify the weakest standards and provide remediation in small group settings.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Professional development will be provided for teachers on grade level science content, essential labs and technology, resulting in teachers improving their understanding of the content and increasing rigor.

Person Responsible: Janet Kelly (192329@dadeschools.net)

By When: August 14- September 29

Utilize Pacing Guides that include standards, testing dates and essential lab dates resulting in teachers remaining on pace and giving assessments with fidelity.

Person Responsible: Cherly Agenor (agenor@dadeschools.net)

By When: August 14- September 29

During planning materials and resources will be identified for the interactive notebooks and essential labs resulting in students meeting proficiency in the standards.

Person Responsible: Cherly Agenor (agenor@dadeschools.net)

By When: August 14- September 29

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

Based on the 22-23 Staff and Student School Climate Survey data, 73% of the teachers "feel satisfied concerning how their career is progressing at this school." Twenty-seven percent (27%) of the teachers were neutral or disagreed. Eighty-eight percent (88%) of the students felt "adults at the school cared about them as individuals." Twelve percent (12%) felt neutral or disagreed. We will focus on teacher retention and recruitment.

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

With the implementation of Teacher/Staff and student recognitions, the school culture and morale will increase as measured by the results of the 23-24 Staff and Student School Climate Surveys.

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

We are going to monitor monthly recognitions at Faculty Meetings as well as Jennifer Beth Turken, Do The Right Thing and District 1 Student of-the-Month.

Person responsible for monitoring outcome:

Cherly Agenor (agenor@dadeschools.net)

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

Celebrating Successes was the evidence-based intervention selected to increase positive school culture fostering teacher retention and recruitment and boosting morale.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Recognize 3 staff members monthly as MVPs for Bringing Their "A" Game will make staff feel appreciated when they go above and beyond, helping to improve overall school culture.

Person Responsible: Cherly Agenor (agenor@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

Recognize a Student of-the-Month, Do the Right Thing Nominations, JBT Kindness Award recipients, and Academic Achievement so that students receive positive reinforcement and feel supported, thus promoting positive school culture.

Person Responsible: Sherlina Washington (swashington@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

Announcing achievements via morning announcements, social media, meetings and school websites so that all stakeholders will be well informed of the great accomplishments taking place at Fulford Elementary.

Person Responsible: Maria Rodriguez (pr2081@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

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

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

According to the 2022-2023 FAST ELA proficiency data, SWD, ELL and Hispanic subgroups scored below the 41% Federal Index. According to the 2022-2023 FAST ELA, 32% of SWD, 29% of ELL students, and 26% of Hispanics students in grades 3-5 were proficient. Based on the data, student engagement is necessary to prepare our SWD, ELL and Hispanic students in reaching proficiency in Reading.

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

With the implementation of student engagement strategies in all elementary classrooms, this will indicate a 5-percentage point increase in the number of proficient students in each subgroup. When reviewing the data results for 2022- 2023 subgroups 37% of the SWD students, 34% of ELL, and 31% of Hispanics students will demonstrate proficiency in reading, as measured by the PM3 of the FAST Assessment in May/June of 2024.

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

Administration and instructional coaches will conduct classroom walk-throughs to monitor the fidelity of engagement strategies.

Person responsible for monitoring outcome:

Cherly Agenor (agenor@dadeschools.net)

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

We will incorporate the evidence-based intervention of Student Engagement in all elementary classrooms to address this critical need. This will include response protocols (voluntary and non-voluntary), activity and academic discourse protocols and routines that structure learning. Teachers will plan for the use of these student engagement interventions during collaborative planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research supports the fact that when students are engaged, they are motivated, and learning happens more easily. In order to meet the rigorous expectations as measured by the B.E.S.T. standards they have to be actively engaged in their learning.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Collaborative planning will allow teachers to implement student engagement interventions, increasing student ownership and retention of the concepts being taught.

Person Responsible: Judith Case (297339@dadeschools.net)

By When: August 14-September 29

Teachers will provide opportunities for students to engage with their interactive notebooks to increase language development, vocabulary and comprehension.

Person Responsible: Judith Case (297339@dadeschools.net)

By When: August 14- September 29

Teachers will implement engagement interventions with rigorous end-products which will produce increased student achievement.

Person Responsible: Judith Case (297339@dadeschools.net)

By When: August 14- September 29

#4. Instructional Practice specifically relating to Differentiation

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

According to the 2023 Mathematics FAST Assessment, 52% of our 3rd-5th grade students were proficient in Math as compared to the State Average of 61% and a district average of 62%. Based on the data and identified contributing factors of lack of prior/conceptual knowledge, and limited hands-on experimentation, we will implement the Targeted Element of Differentiation.

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

With the implementation of Differentiation, an additional 5 [is percentage points (for a total of 57%) of the 3rd-5th grade students will score a proficiency level of 3 or above in the area of Math as measured by the 2023-2024 Mathematics FAST Assessment.

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

The Leadership Team will monitor teacher lesson plans and classroom activities with a special focus on the utilization of manipulatives, interactive activities and the scores on topic and mid-year assessments.

Person responsible for monitoring outcome:

Janet Kelly (192329@dadeschools.net)

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

Differentiation is the evidence-based intervention chosen for this Area of Focus. After each topic assessment teachers will gather and analyze the data from Performance Matters and identify the weakest standards in Mathematics from the previous topic, differentiating instruction and meeting student individual needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Conduct collaborative Planning sessions as a grade group weekly to identify the targeted benchmarks for Differentiated Instruction based on Topic Assessment data to ensure fidelity in all classrooms.

Person Responsible: Janet Kelly (192329@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

Conduct targeted walkthroughs to focus on implementation of primary and secondary benchmarks based on topic assessment data and the utilization of manipulatives to guarantee implementation of the planned instruction with fidelity across all classrooms to increase student proficiency.

Person Responsible: Janet Kelly (192329@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

Identify and distribute the Mathematics manipulatives needed for the first month of school to ensure students have access to the resources needed for concrete understanding of benchmarks being taught.

Person Responsible: Cherly Agenor (agenor@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

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

The school overall budget, Title 1 budget and any Grant funding (TALENTS) is explained to all stakeholders during EESAC, PTA and Faculty Meetings to identify how to allocate resources and best utilize our funds to meet student needs and increase academic proficiency. At the EESAC meeting, ideas and suggestions from the Teacher/staff, parents and stakeholders are discussed on how to utilize the funds including Intervention, before/after school and Saturday Tutoring, Winter/Spring Break Academies and Student Activities/Clubs and the connections for these programs/activities to the goals and Areas of Focus in the SIP.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA)

assessment, are designated as a RAISE school. According to the data points from the 2022-2023 STAR Assessment and Evidence Review 29% of our students in Grades K-2 were at or above grade level in Reading/ELA, which is 21 percentage points below the 50% threshold. Based on the data and the identified contributing factors of letter names and sounds and decoding with our primary students, we will implement differentiated instruction interventions, that incorporates phonics, phonemic awareness, and decoding.

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

According to the data points from the 2022-2023 FAST Assessment and Evidence Review 44% (raw data) of our students in Grades 3-5 were at or above grade level in Reading/ELA, which is 6 percentage points below the 50% threshold. Based on the data and the identified contributing factors of a lack of phonics, fluency, and comprehension interventions, we will implement differentiated instruction, that incorporates phonics, fluency, vocabulary and comprehension interventions.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of differentiation, an additional 21% (for a total of 50%) of the K-2 students will score at grade level or above in area of ELA, on the 2023-2024 STAR assessment.

Grades 3-5 Measurable Outcomes

With the implementation of differentiation, an additional 6% of the 3-5 students (for a total of 50%), will score at grade level or above in area of ELA on the 2023-2024 on the FAST assessment.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration, Instructional Coaches and Leadership Team will conduct daily walk-throughs in all classrooms to monitor the fidelity of Differentiated Instruction groups and the rigor of instruction delivered. Feedback will be provided to teachers as well as support (Coaching cycles and modelling implementation) as needed throughout the school year. Focused data chats will also be incorporated to improve practices. Whole Group Instruction
implemented with fidelity and focus will improve reading proficiency levels which will improve overall FAST scores by an average of at least 5 percentage points.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Rodriguez, Maria, mrodriguez19@dadeschools.net

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of Differentiation, our school will focus on the Evidence-based Intervention of: Data Driven Instruction. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery aligned to the district's K-12 Comprehensive evidence-based Reading Plan and the B.E.S.T. ELA standards and F.A.S.T. Assessment.

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

- Do the evidence-based practices/programs address the identified need?

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

This systematic approach of instruction was selected uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes. By focusing on data driven instruction, will use student performance data to determine if our current resources and teaching are meeting the needs of the students, discuss next steps, and adjust reading instruction.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Provide Professional Development for teachers on effective implementation of differentiation in K-2 that is aligned to student data and how to use phonics-based resources.	Case, Judith, judith_case@dadeschools.net
Create a D.I. at a Glance document to assist with the walk-through process and to be used for debriefing with teachers.	Case, Judith , 297339@dadeschools.net
Discuss walk-through observation data of D.I. at all Leadership Team meetings.	Rodriguez, Maria, mrodriguez19@dadeschools.net

Title I Requirements

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

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

Fulford elementary will articulate a plan/ protocol on how the SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. We will use our school website Fulfordelementary.net., Monthly calendars, School Messenger

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Fulford elementary plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress by parent night meetings to share pertinent information.

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

Fulford elementary plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum with involving all stakeholders.

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

NA

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

</div>

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

The school ensures students are meeting with the counseling team, school-based mental health services, mentoring services, to improve students' skills outside the academic subject areas when there is a need.

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

NA

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

Students are referred when to counseling sessions as an implementation of a schoolwide tiered model to prevent and /or address problem behavior, and early intervening services.

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

Professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments are reviewed during collaborative planning, and to recruit and retain effective teachers, particularly in high need subject.

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

Strategies the school employs to assist preschoolers to transition is the school is providing a school tour for parents and students during the year. Also using the website to promote the activities that take place here.