FULFORD ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Leadership Team Member #1

Employee's Name
Dr. Maria T. Rodriguez

PR2081@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name
Cherly Agenor

Agenor@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Janet Kelly

Janetkelly@dadeschools.net

Position Title
Math Coach

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name
Judith Case

judith_case@dadeschools.net

Position Title
Reading Coach

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	82	89	70	100	93	82				516
Absent 10% or more school days		10	8	10	4					32
One or more suspensions			2	1	1					4
Course failure in English Language Arts (ELA)		1	2	18	11	1				33
Course failure in Math		1	7	3	5	11				27
Level 1 on statewide ELA assessment				18	25	15				58
Level 1 on statewide Math assessment				7	11	20				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	17	13	16	31	32	32				141
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	8	13	8	4	6					39

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	11	11	31	29	23				110

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	8	5	9	2	1	2				27
One or more suspensions		2		3		1				6
Course failure in English Language Arts (ELA)		2	8	19	1					30
Course failure in Math		6	1	3	13					23
Level 1 on statewide ELA assessment				31	25	25				81
Level 1 on statewide Math assessment				13	20	17				50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	27	24	36	39						126
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	11	6	17	9						43

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	65	59	53	63	57	48	60	53
Grade 3 ELA Achievement	64	65	59	50	63	58	45	60	53
ELA Learning Gains	61	65	60	54	64	60			
ELA Lowest 25th Percentile	58	62	56	47	62	57			
Math Achievement*	67	72	64	63	69	62	48	66	59
Math Learning Gains	61	66	63	69	65	62			
Math Lowest 25th Percentile	62	59	51	42	58	52			
Science Achievement	57	63	58	65	61	57	39	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	66	63	66	64	61	42	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	553
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	57%	50%	45%	37%		65%

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

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	48%	No		
English Language Learners	56%	No		
Black/African American Students	60%	No		
Hispanic Students	60%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%	64%	61%	58%	67%	61%	62%	57%					64%
Students With Disabilities	35%		69%		40%	46%							
English Language Learners	40%	37%	57%	56%	60%	69%	70%	50%					64%
Black/African American Students	66%	77%	64%	54%	64%	51%	53%	55%					55%
Hispanic Students	46%	41%	59%	58%	70%	74%	68%	58%					67%
Economically Disadvantaged Students	60%	65%	61%	47%	64%	58%	78%	54%					52%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%	50%	54%	47%	63%	69%	42%	65%					66%
Students With Disabilities	29%		43%		19%	43%							
English Language Learners	42%	30%	51%	46%	53%	68%	47%	64%					66%
Black/African American Students	59%	64%	53%	54%	63%	67%	27%	68%					53%
Hispanic Students	41%	30%	54%	42%	63%	70%	56%						73%
Economically Disadvantaged Students	54%	54%	56%	59%	58%	63%	24%	70%					69%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	45%			48%			39%					42%
Students With Disabilities	25%	30%			20%								
English Language Learners	40%	33%			37%			29%					69%
Black/African American Students	53%	54%			50%			45%					71%
Hispanic Students	33%	25%			42%			17%					67%
Economically Disadvantaged Students	53%	48%			48%			46%					68%

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

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

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

			2024-25 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	60%	-6%	57%	-3%
ELA	4	52%	59%	-7%	56%	-4%
ELA	5	48%	60%	-12%	56%	-8%
Math	3	77%	69%	8%	63%	14%
Math	4	60%	68%	-8%	62%	-2%
Math	5	44%	62%	-18%	57%	-13%
Science	5	49%	56%	-7%	55%	-6%

III. Planning for Improvement

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

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

Most Improvement

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

Our most improved area was the Learning Gains of the Lowest 25% in Mathematics, which increased by 20 percentage points—from 42% in 2024 to 62% in 2025 on the FAST Assessment. This growth reflects the impact of several new actions, including targeted, data-driven interventions, increased progress monitoring, and dedicated math support blocks as well as extended learning opportunities. Teachers received professional development in differentiated instruction, and collaborative planning time was used to analyze data and adjust instruction accordingly. Strengthening our MTSS framework also ensured timely support for struggling students. These focused efforts helped us better meet the needs of our most at-risk learners and significantly improve their academic outcomes.

Lowest Performance

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

Our lowest-performing area was Science Proficiency, which declined from 65% in 2024 to 57% in 2025 on the Florida Science Assessment—an 8% decrease. Several factors contributed to this decline, including changes in instructional staff working directly with 5th grade students, which impacted instructional consistency and student-teacher rapport. Additionally, there were limited extended learning opportunities available to reinforce science content outside of regular classroom time. A lack of access to essential labs and concrete, hands-on science experiences also hindered students' ability to engage deeply with key concepts. Addressing these areas will be a priority moving forward to improve science outcomes.

Greatest Decline

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

The area of greatest decline was Mathematics Learning Gains, which dropped by 8%, from 69% in 2024 to 61% in 2025. Several key factors contributed to this decrease, including the loss of our Math Interventionist, which reduced targeted support for struggling students. Additionally, a change in instructional staff at the 5th grade level affected continuity and instructional effectiveness during a critical academic year. Across all grade levels, there was also a noticeable lack of foundational

conceptual skills and consistent daily math routines, which impacted students' ability to build on prior knowledge and develop strong mathematical thinking. Addressing these gaps will be essential to reversing this trend.

Greatest Gap

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

The Greatest Gap identified in 5th grade reading proficiency, marked by an 8% difference between the school's score (48%) and the state average (56%), highlights several critical challenges that have impacted student achievement. A key contributing factor was the loss of the school's reading interventionist, which significantly reduced targeted support for struggling readers. Additionally, many students entered upper elementary grades with weak foundational reading skills, particularly in decoding and reading comprehension—gaps that originated in the primary grades and were not adequately addressed. The situation was further compounded by limited staff capacity to both remediate these deficiencies and consistently implement Differentiated Instruction with fidelity. Together, these issues created a persistent barrier to closing the achievement gap and underscore the urgent need for strategic support and resources.

EWS Areas of Concern

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

The Early Warning Signs reveal significant areas of concern, particularly the 141 students identified with substantial reading deficiencies and the 58 students scoring Level 1 in ELA. These numbers are alarming because they indicate that a large portion of students are not meeting foundational literacy benchmarks, putting them at risk for continued academic struggles across all subject areas. Early reading proficiency is critical for long-term success, and without timely intervention, these students may fall further behind, widening achievement gaps and impacting overall school performance. This data highlights the urgent need for targeted support, early intervention, and consistent progress monitoring to address these deficiencies effectively.

Highest Priorities

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

At Fulford Elementary, our highest priorities for school improvement in the upcoming year are increasing proficiency in Reading, Math, and Science. These areas are critical because they form the foundation for academic success and are essential for meeting state standards. By focusing on these core subjects, we aim to close achievement gaps, improve student outcomes, and ensure all learners are equipped with the skills needed for future academic and career readiness.

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

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

Area of Focus #1

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

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

Area of Focus Description and Rationale

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

According to the 2025 ELA FAST Assessment, Fulford Elementary is a RAISE school. The breakdown of scores shows those scoring below the 40th percentile in Reading. Kindergarten - 29%, 1st Grade -43% 2nd grade - 33%, 3rd grade - 65%, 4th grade - 61%, and 5th grade - 52%. Based on the data and identified contributing factors the lack of prior/conceptual knowledge, vocabulary, decoding, comprehension and fluency. We will implement the Targeted Element of Student Engagement.

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

Based on our data analysis and the identified challenges with letter recognition, letter sounds, and decoding among our primary students, we will implement targeted student engagement interventions. These interventions will focus on reinforcing foundational reading skills to support improved literacy development.

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

Based on our analysis of data and the identified gaps in phonics, fluency, and comprehension interventions, we will introduce targeted student engagement strategies. These strategies will integrate foundational reading skills, including phonics, fluency, vocabulary, and comprehension, to enhance overall literacy development.

Grades K-2: Measurable Outcome(s)

Through the implementation of targeted student engagement strategies, we aim to achieve a minimum of 13% increase in kindergarten, 5% increase in 1st grade and 10% increase in 2nd grade students performing at grade level or above in English Language Arts, as measured by the 2025-2026 STAR assessment.

Grades 3-5: Measurable Outcome(s)

Through the implementation of targeted student engagement strategies, we aim to achieve a minimum 5% (to 64%) increase in the percentage of grade 3-5 students performing at grade level or above in English Language Arts, as measured by the 2025-2026 FAST assessment.

Monitoring

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

The Leadership Team will oversee and evaluate teacher lesson plans and classroom activities with a particular emphasis on the implementation of student engagement strategies. This will include monitoring adherence to pacing guides, planning effectiveness, and analyzing student performance on bi-weekly assessments, as well as FAST, iReady, and ongoing progress monitoring evaluations.

Person responsible for monitoring outcome
Judith Case

Evidence-based Intervention:

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

Description of Intervention #1:
Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and study guide support.

Rationale:
The school will implement regular collaborative planning sessions where teachers analyze student data to inform and guide instruction. These sessions will focus on identifying learning gaps, sharing effective strategies, and developing targeted lesson plans aligned with student needs. Grade-level and content-area teams will meet weekly to review assessment data, adjust instruction, and set measurable goals. The impact of this action will be monitored through ongoing data collection, including formative and summative assessments, classroom observations, and student work samples. Instructional leaders will track progress, provide feedback, and adjust supports as needed to ensure improved student outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Collaborative Planning focused on Data Driven Instruction

Person Monitoring:	**By When/Frequency:**
Judith Case	August 14- September 26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement regular collaborative planning sessions where teachers analyze student data to inform and guide instruction. These sessions will focus on identifying learning gaps, sharing effective strategies, and developing targeted lesson plans aligned with student needs. Grade-level and content-area teams will meet weekly to review assessment data, adjust instruction, and set measurable goals. The impact of this action will be monitored through ongoing data collection, including formative and summative assessments, classroom observations, and student work samples. Instructional leaders will track progress, provide feedback, and adjust supports as needed to ensure improved student outcomes.

Action Step #2
Conduct Instructional Walkthroughs

Person Monitoring:	**By When/Frequency**
Administration	August 14-September 26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will conduct regular instructional walkthroughs to observe classroom practices, monitor the implementation of instructional strategies, and ensure alignment with curriculum standards. These walkthroughs will be conducted by administrators and instructional coaches using a standardized observation tool to collect data on student engagement, instructional effectiveness, and classroom environment. The collected data will be analyzed to identify trends, provide targeted feedback to teachers, and guide professional development needs. The impact of this action will be monitored through improvements in instructional practices, increased student achievement data, and follow-up observations to assess progress.

Action Step #3
Character Parade

Person Monitoring:	**By When/Frequency:**
Judith Case	August 14- September 26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will host a Character Parade to promote literacy, creativity, and positive school culture by allowing students to dress up as their favorite book characters and share a brief summary or trait of the character they represent. This event encourages reading engagement and provides an opportunity for students to make text-to-self and text-to-world connections. Teachers will incorporate related classroom activities leading up to the event, such as book reports or character analysis. The impact will be monitored through student participation rates, teacher feedback, and student reflections or written responses about their chosen characters, helping gauge engagement and literacy connections.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to the 2025 Mathematics FAST Assessment, 67% of our 3rd-5th grade students were proficient in Math as compared to the State Average of 61% and the district average of 62%. Based on the data and identified contributing factors such as lack of basic computation skills, limited conceptual knowledge, limited math fluency and deficient critical thinking skills. we will implement the Targeted Element of Student Engagement.

Measurable Outcome

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

With the implementation of Student Engagement, an additional 3 percentage points for a total of 70% of the 3rd-5th grade students will score a proficiency level of 3 or above in the area of Mathematics as measured by the 2025-2026 Math FAST Assessment.

Monitoring

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

Evidence-based Intervention:

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

Description of Intervention #1:
The interactive learning environment allows students to interact with visual aides/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/ metacognitive processes.

Rationale:
Interactive learning environments enhance mathematics acquisition by engaging students in active participation and personalized exploration. Interactive platforms promote deeper understanding

through hands-on activities, simulations, and utilization of manipulatives. These environments encourage experimentation with mathematical concepts, fostering mathematical comprehension and problem-solving skills. They accommodate diverse learning and allow for individualized pacing, enhancing engagement and retention. By transforming mathematics into a dynamic experience, interactive environments cultivate both a deeper understanding of basic mathematical skills, conceptual knowledge, mathematical literacy/fluency, and critical thinking skills.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Conduct Walkthroughs

Person Monitoring:	**By When/Frequency:**
Janet Kelly	August 14- September 26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and instructional coaches will conduct regular classroom walkthroughs to provide feedback to teachers on lesson alignment to state standards, the use of authentic student work samples, and the implementation of enhanced math instructional strategies.

Action Step #2
Print Rich Classrooms

Person Monitoring:	**By When/Frequency:**
Janet Kelly	August 14- September 26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement Math Around the Room activities using visuals, index cards, and interactive tasks to reinforce math concepts and promote student engagement.

Action Step #3
Collaborative Planning focused on Data Driven Instruction

Person Monitoring:	**By When/Frequency:**
Janet Kelly	August 14- September 26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All teachers will incorporate standards-based math games into daily instruction across grade levels to build fluency, strengthen problem-solving skills, and increase student engagement in mathematics.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

According to the 2025 Science State Assessment (SSA), 57% of our 5th grade students were proficient in Science as compared to the district average of 56%. 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 Student Engagement.

Measurable Outcome

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

Based on the 2024-2025 Science State Assessment data, 57% of 5th grade students scored at a proficiency level of 3 or above. With the strategic implementation of increased student engagement through hands-on activities and data-driven instruction, the school aims to improve science achievement across all grade level. The specific measurable outcome for the 2025-2026 school year is for 62% of 5th grade students to score at or above a level 3 in Science on the state assessment—reflecting a 5% increase in proficiency.

Monitoring

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

The Leadership Team will closely monitor hands-on activities through weekly classroom walk-throughs, ensuring alignment with curriculum goals and student engagement. In addition, quarterly data chats will be conducted to analyze student performance and progress, identifying trends and areas needing support. The team will also review results from quarterly and topic-specific assessments to evaluate instructional effectiveness and adjust strategies as needed.

Person responsible for monitoring outcome

Cherly Agenor

Evidence-based Intervention:

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

Description of Intervention #1:

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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Collaborative Planning focused on Data Driven Instruction

Person Monitoring:	**By When/Frequency:**
Cherly Agenor	August 14 - September 26

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

Fulford Elementary will improve science proficiency by strengthening data-driven instruction through collaborative planning. Teachers will complete and bring their data summary sheets to each collaborative planning meeting and be prepared to discuss student performance and instructional adjustments in science.

Action Step #2

Professional Development

Person Monitoring:	**By When/Frequency:**
Shamika Myles	August 14-September 26

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

Provide ongoing professional development for teachers focused on designing and implementing interdisciplinary STEAM lessons that integrate all curricular areas, strengthen science instruction, and enhance student proficiency in science.

Action Step #3

Science Labs

Person Monitoring:	**By When/Frequency:**
Adminstration	August 14- September 26

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

Ensure all classrooms consistently implement essential science labs with fidelity to promote hands-on learning and reinforce key science concepts.

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Culture relating to Staff and Students Recognition and Morale

Area of Focus Description and Rationale

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

Based on the 2024–2025 Staff and Student School Climate Survey data, 86% of teachers agreed with the statement, *"Staff morale is high at my school."* Fifteen percent (15%) of teachers were neutral or disagreed. Among students, 43% agreed with the statement, *"I like coming to my school,"* while 57% were neutral or disagreed.

Our focus moving forward will be to increase positive teacher culture and morale by at least 3%. In addition, we will work to improve overall student perceptions of school climate and their positive feelings about coming to school by a minimum of 10%.

Measurable Outcome

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

With the implementation of Teacher/Staff and student recognitions, the school culture and morale will increase as measured by the results of the 25-26 Staff and Student School Climate Surveys.

Monitoring

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

We will monitor and recognize faculty and staff through morning announcements, faculty meetings, the school marquee, the school website, social media, a dedicated bulletin board, and various incentives. Students will be celebrated on all of these platforms as well, in addition to being recognized through the Jennifer Beth Turken (JBT) Kindness Awards, *Do the Right Thing,* and the District 1 Student of the Month program.

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

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.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Recognize 2 staff members monthly.

Person Monitoring:	**By When/Frequency:**
Administration	August 14, 2025- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a peer-nominated "Staff and Teacher of the Month" recognition program to celebrate and reward staff who exemplify the school theme of "Pursuing Excellence", fostering increased morale, motivation, and a sense of appreciation among staff members.

Action Step #2
Recognizing students monthly for Student of-the-month, Do the Right Thing, Jennifer Beth Turken, and Values Matters.

Person Monitoring:	**By When/Frequency:**
Administration	August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a student recognition program to celebrate excellence and acknowledge students "Caught Being Good," promoting the school theme of "Pursuing Excellence" while fostering motivation,

positive behavior, and a sense of pride and accomplishment among students.

Action Step #3
Recognizing students and staff daily/weekly for accomplishments noted.

Person Monitoring:	**By When/Frequency:**
Counselor	August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate weekly morning announcements with "shout-outs" to recognize staff and students, promoting the school theme of "Pursuing Excellence" and encouraging all stakeholders to take pride in their achievements and strive for continued recognition.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Fulford Elementary shares our SIP with all stakeholders. We share the SIP at our EESAC, PTA, Title 1 and Faculty Meetings as well as posting the SIP on our website located at fulfordelementary.net

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Fulford Elementary builds 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, Informational Sessions, STEAM Nights, PTA Meetings and Special Events (Black History Wax Museum, Literacy Night and Math Nights) to share pertinent information.

Pictures and power points are posted on the school's website at fulfordelementary.net

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(ii)).

Fulford Elementary plans to strengthen the academic program at the school, increase the amount and quality of learning time and help provide an enriched curriculum by involving all stakeholders through Early Bird, After School, Saturday, and ELL Tutoring. We are also encouraging high school volunteers to work with specific students (Supervised by staff members) on Reading, Mathematics and/or Science.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Fulford Elementary utilizes several programs through Title 1 that coordinate and integrate other Federal, State and local services, resources and programs, such as VPK, Title III ESOL Grants, hourly funding for tutoring, Saturday Academy, etc. All of these programs work toward increase academic achievement and meeting the SIP goals under RAISE and Instructional Areas of Focus.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Fulford is dedicated to fostering students' overall development by offering a comprehensive support system that includes counseling services, school-based mental health programs, and mentoring initiatives. These services are designed to address students' emotional well-being, social skills, and personal growth. Through individualized counseling sessions, group workshops, and mentoring, students receive guidance and support tailored to their unique needs, helping them build resilience, enhance their interpersonal skills, and succeed both inside and outside the classroom.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Fulford is committed to preparing students for postsecondary success by offering a range of career and technical education programs and expanding access to advanced coursework. We provide Career Day that provides career exploration resources, including job shadowing (working with staff), industry partnerships with the City of North Miami Beach via KAPOW (Kids and the Power of Work), to help students understand various career paths. Additionally, we share Middle School opportunities, specifically with JFK Middle and the magnet options.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Fulford implements a schoolwide tiered model to prevent and address problem behavior by utilizing a structured framework that includes universal prevention strategies, targeted interventions, and intensive support tailored to individual needs. This model aligns closely with the Individuals with Disabilities Education Act by integrating early intervening services such as Functional Behavior

Assessments, Behavioral Intervention Plans and daily monitoring of student behavior. Teachers refer students who are in need of support and the MTSS Team coordinates with the parent to provide the necessary services, ensuring consistent monitoring and coordination with special education services.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Fulford enhances instructional quality and data use through targeted professional learning opportunities for teachers, paraprofessionals, and other instructional staff, including workshops on best practices, data analysis, and differentiated instruction. These activities are designed to improve teaching effectiveness and the strategic use of academic assessment data to inform instruction. Additionally, we focus on recruiting and retaining effective educators by providing ongoing support, mentorship programs (MINT and the Apprentice Program).

Strategies to Assist Preschool Children

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

Fulford supports preschool children in transitioning smoothly to local elementary school programs. Our school employs a range of strategies including coordinated visits and orientation sessions for both children and their families. We facilitate collaborative meetings between preschool and elementary school staff to share insights about each child's development and learning needs. Additionally, we offer transition programs that help children acclimate to the new school environment, such as classroom previews, meet-and-greet events with future teachers, and parent workshops on navigating the transition. These efforts ensure continuity in learning and a supportive entry into elementary education.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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