

Miami-Dade County Public Schools

Fulford Elementary School



2015-16 School Improvement Plan

Fulford Elementary School

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

<http://fulford.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Fulford Elementary School 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 lifelong decisions.

Provide the school's vision statement

Fulford Elementary School provides a quality education and believes that self-pride, respect, confidence, and the ability to work cooperatively with others will enable students to become successful life-long learners, critical thinkers, effective problem solvers, technologically literate, and participatory citizens in a global society. As our challenge, we accept the responsibility of teaching students the skills necessary to achieve these goals.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As a school with an enrollment of approximately 550 students, the faculty and staff have the opportunity to interact very closely with the students. Various staff members have morning and afternoon post which are used as opportune moments to indulge in conversation with the student body. Faculty and staff have also created and/or sponsored intramural activities/ club to create an environment that will foster relationships, social interactions, partnerships and bonds amongst each other.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Here at Fulford Elementary, we strive to attain the one goal, the only goal, student achievement. As a result of multiple experiences in the fine arts, rigorous academics and cultural exploration, students are cultivated into well-rounded individuals that have a thirst for learning. Our ongoing activities through the PTA and the Parent Resource Center form a cohesive thread between students, faculty and community stakeholders. Fulford Elementary is a school dedicated to molding students who are life long learners and enhancing the community that surrounds it.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

To maximize instruction, the students are encouraged to use the following nonverbal clues before, during and after instruction:

- the student will raise one finger to indicate they need to use the restroom
- the student will raise two fingers to indicate they need to sharpen their pencils
- the student will raise three fingers to indicate they need a drink of water

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school counselor has an open door policy. Once a student expresses they have a concern, the teacher notifies the school counselor. The school counselor initiates a counseling session. In addition to these referrals, the counselor monitors at risk students on a weekly and monthly basis.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	2	1	0	0	3
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	2	10	3	1	0	17
Level 1 on statewide assessment	2	3	16	0	1	16	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	3	17	3	1	16	42

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The school ensures to provide intervention strategies for the areas listed below in order to improve academic performance of students:

- * Attendance below 90%
- * One or more suspensions
- * Course failure in ELA or Math
- * Level 1 on statewide assessments

The Attendance Review Committee along with the Safety/Discipline Committee monitor and track students' attendance in order to ensure students are in school every day in order to maximize the learning time in the classroom. Students' absences are reviewed in order to verify if they are excused or unexcused. The counselor and administrator(s) meet with the students and parents who have had excessive absences and tardies in order to ensure the students are in school every day and provide behavioral plans for those students who have had excessive behavioral referrals in order to avoid suspension.

Another intervention strategy employed by the school in order to improve academic performance of students is the focused intervention plan provided by teachers in the classroom for both reading and mathematics. Students that have failed ELA and/or Math courses and/or have achieved a Level 1 on statewide assessments are being targeted during the teacher-led center as well as additional reading

and/or mathematics time.

Reading teachers are utilizing the Reading Wonder Works Intervention Program in order to address the deficiencies students have for reading. Math teachers utilize the Response to Intervention strategies in the Go Math teacher manuals in order to provide explicit tiered instruction for students needing additional reinforcement in specific mathematical skills and concepts.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188221>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has a Community Involvement Specialist and a Counselor that serve as community liaisons in order to build and maintain partnerships between the school and community. These two individuals contact local businesses and organizations in order to secure resources for our students. Upon identifying the partners, the EESAC and Leadership Team discuss the resources needed in order to attain student achievement, and the requests of these needs are communicated to the local businesses/organizations. The local businesses/organizations set up a date where the materials/resources are distributed to our students and/or parents.

In turn, the school recognizes the local businesses/organizations for their efforts, support, and/or donations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Teal, Jean	Principal
Boyd, Marvin	Teacher, ESE
Germain, Joanne	Teacher, K-12
Hanmer, Janet	Teacher, K-12
Palmer, Rene	Teacher, K-12
Washington, Sherlina	Guidance Counselor
Mazor, Marlene	Teacher, K-12
Quiroz, Erika	Teacher, K-12
Williams, Angel	Teacher, K-12
Salazar, Jessica	Teacher, K-12
Willkom, Elizabeth	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

At Fulford Elementary School the school-based MTSS/RtI Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Below is an outline of the members of support and their function and responsibility for each Tier of Intervention:

Tier 1

- Elizabeth Willkom, Assistant Principal: schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- Mr. Jeheudiemu Vuai, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
- Ms. Kelly Twala, Social Worker: Collects information on students' social/emotional history; shares gathered data with the RTI team; facilitates development of intervention plans; provides support to parents and staff on implementation of intervention plans.
- Ms. Erica Beghin, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
- Ms. Sherlina Washington, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school counselor will continue to link child service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
- Mr. Marvin Boyd, SPED Representative: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation.

- Instructional Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

- Ms. Jessica Salazar, ESOL Chair: Updates the team on new policies related to the ESOL program. Identifies strategies, interventions, and best practices that will serve in the best interest of the ESOL student population.

- Ms. Marline Mazor, Ms. Janet Hanmer, Ms. Renee Palmer, Ms. Erika Quiroz, Ms. Angel Williams and Ms. Joanne Germain- Grade Level Chairs (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

In addition to Tier 1 problem solving, the Leadership Team members will meet on a monthly basis to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Ms. Willkom, Mr. Vuai, Mr. Boyd, Ms. Washington, and Instructional Reading Coach will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to the aforementioned, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Grade Level Chair(s) from the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Fulford Elementary School’s MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency, as well as what progress will show a positive response.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response through the MTSS problem solving process and monitoring progress of instruction.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated

by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur on a monthly basis to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring three times per year and ongoing monthly progress monitoring measures that can reliably track progress on aschedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Fulford Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom teacher and through tutorial programs offered both during and after school. Summer school was offered to all third grade students that were retained and rising third graders in need of intervention. Professional development is also provided for staff in order to ensure the new Common Core State Standards and rigorous instruction is addressed during instructional delivery. The Literacy/Leadership Team also works with school administrators to address the needs of the students as outlined by data results from various school-wide and district-wide assessments. In addition, focus calendars, which include systematic research based materials, strategies, and activities addressing the targeted areas in need of improvement, are created.

Tutorial programs that provide early intervening services for children considered "at risk" are provided. Ongoing progress monitoring is a continuous component of the data driven instruction at Fulford Elementary School.

Title I, Part C- Migrant

Fulford Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities by the Title I, Part C, Migrant Education Program.

Title I, Part D

Fulford Elementary School coordinates services with the district to support the Educational Alternative Outreach program and Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (PK-5)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (PK-5)
- reading and supplementary instructional materials (PK-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, is purchased for selected schools to be used by ELL students (PK-5, RFP Process)

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application.

Title VI, Part B– NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- A school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Fulford Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its

Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Teachers will be provided with orientation and training in Bullying and Harassment Policy and Curriculum Program. Students will receive classroom awareness regarding bullying and harassment by the school counselor. District-wide vignettes viewed in classrooms for classroom discussion and reinforcement. During the month of October, students will participate in weekly "Say No to Drugs" activities. Students will also participate in Bully-Free activities during blue ribbon week in the month of May.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Fulford Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Fulford Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

At Fulford Elementary we provide the Heiken Children's Vision Program in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Jean E. Teal	Principal
Angel Williams	Teacher
Lavern Eason	Teacher
Joanne Germain	Teacher
Yeleta Larkin	Teacher
Gaudin Charles	Education Support Employee
Erlande Michel	Education Support Employee
Regina McKinnie	Parent
Narges Salari	Parent
Will Damus	Parent
Frances Damus	Parent
Zoraida Mercado	Parent
Sylvia Brown	Parent
Rachelle Lewis	Parent
Fannie Gilbert	Business/Community
Kiara Fernandez	Student
Kamora Williamson	Student
Keiamber Verna	Student
Sheldon Anderson	Business/Community
Aimee Williams	Teacher
Bernet Souffrant	Teacher
Renee Palmer	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan was discussed and reviewed. Suggestions on the modifications of targeted goals and action steps were discussed in order to plan for the 2015-2016 School Improvement Plan. Data was reviewed to begin the identification process of the areas in need of improvement.

Development of this school improvement plan

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan (SIP). The involvement of the SAC in the development of this school improvement consisted of continuous feedback and monitoring of school programs and activities. Suggestions and recommendations were made in order to address the needs to the students and the overall school community.

Preparation of the school's annual budget and plan

The school's annual budget and plan are allocated based on the areas in need of improvement in order to attain student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The funds will be used to support and enhance instruction through student incentives to promote attendance, academic excellence and positive behavior. A budget of 1,000 dollars will be allocated from the School Advisory Council towards student incentives for attendance and academic performance.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Teal, Jean	Principal
Boyd, Marvin	Teacher, ESE
Germain, Joanne	Teacher, K-12
Hanmer, Janet	Teacher, K-12
Palmer, Rene	Teacher, K-12
Washington, Sherlina	Guidance Counselor
Mazor, Marlene	Teacher, K-12
Quiroz, Erika	Teacher, K-12
Williams, Angel	Teacher, K-12
Salazar, Jessica	Teacher, K-12
Willkom, Elizabeth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year will be to implement the following:

- Have representation from all curricular areas on the LLT.
- Select team members who are skilled and committed to improving literacy.
- Provide professional growth opportunities for team members and instructional staff.
- Create a collaborative environment that fosters sharing and learning between all grade levels.
- Develop and implement a school-wide organizational model that supports literacy instruction in all classes and across all content areas.
- Utilize data to improve teaching and student achievement in all subgroups.
- Identify systematic research-based programs, activities, and resources that will enhance the rigorous instruction as outlined on the Florida State Standards.

Each of the initiatives listed above were selected based on the data and needs of our students and teachers. By addressing each of the areas, it is expected that the students at Fulford Elementary School will achieve a greater academic success and understanding of the Florida State Standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Several practices have been put into place to facilitate the infusion of collaborative planning into school the culture.

- collaborative planning is incorporated into the school's master schedule
- a designated room for collaborative planning has been established
- a framework to outline the format of collaborative planning sessions was developed

Teachers are also encouraged to work together and share activities throughout the instructional week. As teacher become a part of the staff they are paired with existing staff members. This partnership provides the new staff member with a sense of comfort while continuing staff cohesion.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Fulford Elementary School will recruit and retain highly qualified, certified-in-field, and effective teachers by providing various levels of support to the teachers. Teachers will be paired with a mentor/buddy teacher. Monthly Professional Learning Communities (PLC) to address teacher and student needs will be provided. Continuous utilization of IPEGS and School-based Teacher Incentive Programs will be implemented. The principal and assistant principal will ensure these strategies and techniques are in place throughout the school year in order to establish a school culture of highly qualified, certified-in-field, and effective teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A comprehensive mentoring program will be implemented at Fulford Elementary School. Teachers that have been teaching less than one year will be paired up with a mentoring teacher. Teachers that have less than three years or new to the school will be paired with a buddy teacher. Mentors and mentees will meet in order to develop rigorous lesson plans for both whole group and differentiated instruction, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices. Resources will be provided to the following teacher: Ms. L. Farmer and Ms. D. Harrell.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Weekly collaborative sessions are implemented in order to plan for and provide opportunities for teachers to develop higher order questions and activities requiring collaborative conversations in the classroom amongst students. The District's curricula is followed in order to address the areas that will ensure greater student achievement and the alignment with the Florida State Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is disaggregated after each assessment in order to identify the needs of the students and target student needs. In order to address the deficiencies outlined by the data, teachers provide small group

instruction through their teacher-led centers that provide the specific skills that can bridge the gap of learning that may be present for identified students. In addition, tiered instruction in mathematics and targeted instruction through Wonder Works are provided for Tier 1 and Tier 2 students. The intervention groups are fluid and need specific.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 200

Data will be reviewed to identify students in need of additional instruction in the core academic subjects. Select students will be offered the opportunity to participate in an after school tutorial program taking place three days a week for an hour each day. During the tutorial sessions students will be actively engaged in critical thinking skills and rigorous activities that will aid in the achievement of performing on grade level.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Willkom, Elizabeth, elizabethwillkom@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected after every state, district, and school assessment. Teachers complete a school-created data form reflecting on the academic and instructional strategies provided to students. Upon completion of the form, teachers and administrators meet to discuss the data and make any necessary revisions to the daily instructional flow. Students continuously not making progress are discussed at the MTSS/RtI Team and are placed at the appropriate tier for interventions.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Fulford Elementary School's Voluntary Pre-Kindergarten program (VPK) consists of a teacher and paraprofessional. These individuals are responsible for implementing strategies for an easy transition into Kindergarten. The students in VPK are registered for a full day of instruction from 8:20 a.m. until

1:50 p.m. During this time, students are engaged in whole group instruction and every 15 to 20 minutes the students are in skilled groups focusing on specific standards and fine or gross motor skills. The students are required to utilize technology in the classroom and engage in the Pre-School Waterford program daily. The teacher performs every three months a standards assessment from the Scholastics Big Day, which indicates the student's area of strength and opportunities for improvement. These tri-monthly benchmark assessments will determine the child's readiness for the kindergarten curriculum. In addition, students participate in the VPK Assessment three times a year to determine their level of proficiency as it relates to Kindergarten preparedness.

Open House supports the efforts of informing parents of student progress and valuable information which aids in an increase of parental support throughout the program. Parent nights and various school-wide events are scheduled throughout the year in order for parents to observe student growth and achievement. Students are provided with multiple opportunities to visit kindergarten classrooms, towards the ends of the academic school year, and take part in small group lessons. This provides students a smooth transition in to kindergarten. Daily conversations and parent conferences are also in place with the teacher and paraprofessional in order to support student social and academic growth. The Kindergarten ambassador also ensures to collaborate with Pre-Kindergarten programs throughout the community to ensure stakeholders are well-informed of the services provided at Fulford Elementary School.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070572

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
AMO Reading - African American	65.0
AMO Reading - Hispanic	73.0
AMO Reading - SWD	45.0
AMO Reading - ED	67.0
AMO Math - All Students	70.0
AMO Math - Hispanic	73.0
AMO Math - SWD	49.0
AMO Math - ED	70.0

Resources Available to Support the Goal 2

- Administration, instructional coach, district curriculum support specialist, ESOL Chairperson, collaborative planning framework, effective teachers, collaborative planning room, Promethean Boards, i-Ready (Reading & Math), Depth of Knowledge Wheel, planning/ task cards, Media Center, Mentor Text, Community Involvement Specialist, 4-5 computers per classroom, myOn, McGraw Hill Wonders and Wonder Works, Interventions, Tutorials, art supplies, graphic organizers, tutoring, common planning time, Accelerated Reader, Imagine Learning, Reflex Math, Go Math series, Item Specifications, Go Math Manipulative Box, Math and Science Liaisons, Wireless Capabilities, Computer Lab, Laptops, Gizmos, Discovery Learning, Science Boot Camp, Science Lab Kits, National Geographic, Time for Kids and LAFS.

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous instruction inclusive of higher order questioning, student led conversations, authentic assessments, and data to drive instruction.

Plan to Monitor Progress Toward G1. 8

School-based assessments, district and state-wide assessment data will be utilized in order to monitor progress towards the goal.

Person Responsible

Jean Teal

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Data chat schedules, progress monitoring charts, assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070572

G1.B3 Lack of rigorous instruction inclusive of higher order questioning, student led conversations, authentic assessments, and data to drive instruction. **2**

 B183875

G1.B3.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks utilizing a deliberate collaborative planning framework to support teachers and students in content, questioning strategies and protocols, assessments, and differentiated instruction. **4**

 S195499

Strategy Rationale

This strategy will enable us to increase the depth of planning to provide opportunities for teachers to plan collaboratively to address students' needs more efficiently and effectively in order to increase proficiency among high and low performing students in all content areas.

Action Step 1 **5**

During collaborative planning, grade level teams will meet to create high quality lessons with the focus on the standards and the higher order thinking skills utilizing the planning/task cards for all core subjects.

Person Responsible

Elizabeth Willkom

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Agenda, Sign-in Sheet, Handouts

Action Step 2 5

Plan for and provide opportunities for the implementation of higher order questioning during instruction in all content areas.

Person Responsible

Elizabeth Willkom

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Lesson Plans inclusive of higher order questions, Classroom Walkthrough Logs, Reading Response Journals

Action Step 3 5

Plan for and provide opportunities for the implementation of collaborative conversations in response to higher order questions in all content areas.

Person Responsible

Elizabeth Willkom

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Agenda, Sign-in Sheet, Lesson Plans with higher order questions, Classroom Walkthrough Logs, Coach's Log, CSS's Log.

Action Step 4 5

Conduct coaching cycle focused on higher order questioning based on teacher needs in all content areas.

Person Responsible

Elizabeth Willkom

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Coach's Log and CSS's Log

Action Step 5 5

Conduct coaching cycle focused on collaborative conversation in response to higher order questions based on teacher needs.

Person Responsible

Elizabeth Willkom

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Coach's Log and CSS's Log

Action Step 6 5

Review and analyze data to monitor student progress and to make instructional adjustments as needed.

Person Responsible

Jean Teal

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

i-Ready progress monitoring reports, district and school- wide assessments.

Action Step 7 5

Monitor the implementation of the Florida Standards, higher order questioning, collaborative structures, essential labs and the gradual release model in all content areas.

Person Responsible

Jean Teal

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Classroom walk throughs, lesson plans and student journals.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Attend and monitor the active participation of teachers during professional development. Observe teachers bringing in their required content specific resources, engaging in collaborative conversations, and contributing to the development of higher order questioning.

Person Responsible

Jean Teal

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Classroom Walkthrough Logs, Sign-in Sheets, Agenda, Observations, Coach's Logs & CSS's Logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Conduct focused classroom walkthroughs to monitor effective higher order questioning that lead to collaborative conversations.

Person Responsible

Jean Teal

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Classroom Walkthrough Logs, Sign-in Sheets, Agenda, Observations, Coach's Logs & CSS's Logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	During collaborative planning, grade level teams will meet to create high quality lessons with the focus on the standards and the higher order thinking skills utilizing the planning/task cards for all core subjects.	Willkom, Elizabeth	9/9/2015	Agenda, Sign-in Sheet, Handouts	5/27/2016 weekly
G1.B3.S1.A2	Plan for and provide opportunities for the implementation of higher order questioning during instruction in all content areas.	Willkom, Elizabeth	9/9/2015	Lesson Plans inclusive of higher order questions, Classroom Walkthrough Logs, Reading Response Journals	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A3	Plan for and provide opportunities for the implementation of collaborative conversations in response to higher order questions in all content areas.	Willkom, Elizabeth	9/9/2015	Agenda, Sign-in Sheet, Lesson Plans with higher order questions, Classroom Walkthrough Logs, Coach's Log, CSS's Log.	5/27/2016 weekly
G1.B3.S1.A4	Conduct coaching cycle focused on higher order questioning based on teacher needs in all content areas.	Willkom, Elizabeth	9/9/2015	Coach's Log and CSS's Log	5/27/2016 weekly
G1.B3.S1.A5	Conduct coaching cycle focused on collaborative conversation in response to higher order questions based on teacher needs.	Willkom, Elizabeth	9/9/2015	Coach's Log and CSS's Log	5/27/2016 weekly
G1.B3.S1.A6	Review and analyze data to monitor student progress and to make instructional adjustments as needed.	Teal, Jean	8/24/2015	i-Ready progress monitoring reports, district and school- wide assessments.	5/27/2016 monthly
G1.B3.S1.A7	Monitor the implementation of the Florida Standards, higher order questioning, collaborative structures, essential labs and the gradual release model in all content areas.	Teal, Jean	9/9/2015	Classroom walk throughs, lesson plans and student journals.	5/27/2016 weekly
G1.MA1	School-based assessments, district and state-wide assessment data will be utilized in order to monitor progress towards the goal.	Teal, Jean	8/24/2015	Data chat schedules, progress monitoring charts, assessment data	5/27/2016 monthly
G1.B3.S1.MA1	Conduct focused classroom walkthroughs to monitor effective higher order questioning that lead to collaborative conversations.	Teal, Jean	9/9/2015	Classroom Walkthrough Logs, Sign-in Sheets, Agenda, Observations, Coach's Logs & CSS's Logs	5/27/2016 weekly
G1.B3.S1.MA1	Attend and monitor the active participation of teachers during professional development. Observe teachers bringing in their required content specific resources, engaging in collaborative conversations, and contributing to the development of higher order questioning.	Teal, Jean	9/9/2015	Classroom Walkthrough Logs, Sign-in Sheets, Agenda, Observations, Coach's Logs & CSS's Logs	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B3 Lack of rigorous instruction inclusive of higher order questioning, student led conversations, authentic assessments, and data to drive instruction.

G1.B3.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks utilizing a deliberate collaborative planning framework to support teachers and students in content, questioning strategies and protocols, assessments, and differentiated instruction.

PD Opportunity 1

During collaborative planning, grade level teams will meet to create high quality lessons with the focus on the standards and the higher order thinking skills utilizing the planning/task cards for all core subjects.

Facilitator

Elizabeth Willkom, Assistant Principal TBA, Reading Coach

Participants

Grade Level Teachers, Administrators, Instructional Coach

Schedule

Weekly, from 9/9/2015 to 5/27/2016

PD Opportunity 2

Plan for and provide opportunities for the implementation of higher order questioning during instruction in all content areas.

Facilitator

Region/District Curriculum Support Specialist, TBA (Reading Coach), Dr. Jean Teal (Principal), Elizabeth Willkom, Assistant Principal

Participants

All content area teachers

Schedule

Weekly, from 9/9/2015 to 5/27/2016

PD Opportunity 3

Plan for and provide opportunities for the implementation of collaborative conversations in response to higher order questions in all content areas.

Facilitator

Region/District Curriculum Support Specialist, TBA (Reading Coach), Dr. Jean Teal (Principal), Elizabeth Willkom, Assistant Principal

Participants

All content areas teachers,

Schedule

Weekly, from 9/9/2015 to 5/27/2016

PD Opportunity 4

Conduct coaching cycle focused on higher order questioning based on teacher needs in all content areas.

Facilitator

Region/District Curriculum Support Specialist, TBA (Reading Coach), Dr. Jean Teal (Principal), Elizabeth Willkom, Assistant Principal

Participants

All content area teachers.

Schedule

Weekly, from 9/9/2015 to 5/27/2016

PD Opportunity 5

Conduct coaching cycle focused on collaborative conversation in response to higher order questions based on teacher needs.

Facilitator

Region/District Curriculum Support Specialist, TBA (Reading Coach), Dr. Jean Teal (Principal), Elizabeth Willkom, Assistant Principal

Participants

All content area teachers.

Schedule

Weekly, from 9/9/2015 to 5/27/2016

PD Opportunity 6

Review and analyze data to monitor student progress and to make instructional adjustments as needed.

Facilitator

Dr. Jean Teal, Principal, Elizabeth Willkom, Assistant Principal

Participants

All content area teachers.

Schedule

Monthly, from 8/24/2015 to 5/27/2016

PD Opportunity 7

Monitor the implementation of the Florida Standards, higher order questioning, collaborative structures, essential labs and the gradual release model in all content areas.

Facilitator

Dr. Jean Teal, Principal, Elizabeth Willkom, Assistant Principal

Participants

All content area teachers.

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B3.S1.A1	During collaborative planning, grade level teams will meet to create high quality lessons with the focus on the standards and the higher order thinking skills utilizing the planning/ task cards for all core subjects.	\$0.00
2	G1.B3.S1.A2	Plan for and provide opportunities for the implementation of higher order questioning during instruction in all content areas.	\$0.00
3	G1.B3.S1.A3	Plan for and provide opportunities for the implementation of collaborative conversations in response to higher order questions in all content areas.	\$0.00
4	G1.B3.S1.A4	Conduct coaching cycle focused on higher order questioning based on teacher needs in all content areas.	\$0.00
5	G1.B3.S1.A5	Conduct coaching cycle focused on collaborative conversation in response to higher order questions based on teacher needs.	\$0.00
6	G1.B3.S1.A6	Review and analyze data to monitor student progress and to make instructional adjustments as needed.	\$0.00
7	G1.B3.S1.A7	Monitor the implementation of the Florida Standards, higher order questioning, collaborative structures, essential labs and the gradual release model in all content areas.	\$0.00
Total:			\$0.00