

Miami-Dade County Public Schools

Fulford Elementary School



2017-18 Schoolwide Improvement Plan

Fulford Elementary School

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

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Fulford Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 528 students, the faculty and staff have the opportunity to interact very closely with the students. Various staff members have morning and afternoon assignments 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/clubs to create an environment that will foster relationships, social interactions, partnerships and bonds amongst each other.

b. 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 who have a thirst for learning. Our ongoing activities through the Parent Teacher Association (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 into life long learners who will make a difference in their community.

c. 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 adhere to Fulford's School-Wide Discipline Plan and 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.

At the beginning of school, students and staff were oriented to Fulford's School-Wide Discipline Plan.

This plan was implemented the first day of school and students are constantly reminded of the plan. New students and teachers will be oriented about the plan and teachers and administration are consistent with the implementation of the plan.

d. 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 that he or she has 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.

Additionally, Fulford's Rising Stars Mentoring Program pairs a mentor (staff member) with a student to help develop a relationship that becomes a channel for the passage of information, advice, challenges, opportunities and support, with the ultimate goal of facilitating student achievement.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning indicator's at Fulford Elementary School are:

Attendance below 90 percent;

One or more suspensions;

Course failure in ELA or Math;

Level 1 on statewide assessment

For attendance, teachers verify the attendance bulletin on a daily basis and after 3 unexcused absences, 5 excused absences, and/or 3 tardies, teachers submit a SCAM to the principal. The counselor and the assistant principal will review SCAMS and implement Miami-Dade County Public School Attendance Policies. The Attendance Review Committee meets on a monthly basis to implement an intervention plan for students who have excessive absences and/or tardies and parent conferences are held.

Interventions are provided for course failure and students scoring Level 1 and 2 on standardized assessments in ELA or Mathematics. Students also participate in before and after school tutorials. Select students are identified for the RtI process.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	4	4	8	7	9	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	2	15	15	32	25	20	0	0	0	0	0	0	0	109

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	10	10	14	32	23	0	0	0	0	0	0	0	91

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

The school provides 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 develop behavioral plans for those students who have had excessive behavioral referrals.

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 or a Level 2 on statewide assessments are being targeted during differentiated instruction at the teacher-led center as well as additional reading and/or mathematics time.

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Fulford Elementary School provides many opportunities for families to become involved through our monthly Thursday Morning Coffee events, EESAC meetings, and PTA. Parents are kept informed through quarterly progress reports, parent conferences, school websites, newsletters, flyers and Connect-Ed messages.

2. 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.

Fulford Elementary has a Community Involvement Specialist (Gaudin Charles) and a Counselor (Sherlina Washington) 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gordon, Jean	Principal
Palmer, Rene	Teacher, K-12
Washington, Sherlina	School Counselor
Salazar, Jessica	Teacher, K-12
Garcia, Karen	Instructional Coach
James, LaToya	Assistant Principal
Wright , Jasmine	Teacher, ESE
Nelson , Martha	Teacher, PreK
Eason, Lavern	Teacher, K-12
Souffrant, Bernet	Teacher, K-12
McGill, Latefah	Teacher, K-12
Larkin, Yeletha	Teacher, K-12

b. Duties

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

- Dr. Jean E. Gordon, Principal, serves as the instructional leader who oversees the operations and instructional programs of the school to ensure the proper implementation of all programs (core, enrichment and intervention) and processes for the improvement of student achievement.

- LaToya James, Assistant Principal, assists the Principal who provides a common vision for the use of data-based decision making, ensures the school-based team is implementing Rtl, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based Rtl plans.

In addition to the school administrators, the school's Leadership Team includes the following

members who will carry out SIP planning and MTSS problem solving:

- 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 school and families to support the child's academic, emotional, behavioral, and social success.
- Ms. Jasmine Wright, 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.
- Karen Garcia, Instructional Reading Coach: Provides guidance on K-12 Comprehensive Researched-Based 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 students' needs 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. Martha Nelson, Ms. Lavern Eason, Mr. Bernet Souffrant, Ms. Renee Palmer, Ms. Latefah McGill, Ms. Yeletha Larkin,- Grade Level Chairs (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

2. 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.

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:

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 key 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. Determine 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 1

- LaToya James, Assistant Principal: schedules and facilitates regular Rtl meetings, ensures attendance of team members, and ensures follow up of action steps.

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out MTSS problem solving.

- Ms. Rodna Francois, 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.
- Mr. Yaron Baker, 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.
- Ms. Jasmine Wright, 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.
- Karen Garcia, Instructional Reading Coach: Provides guidance on the K-12 Comprehensive Research Based 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. Martha Nelson, Ms. Lavern Eason, Mr. Bernet Souffrant, Ms. Renee Palmer, Ms. Latefah McGill, Ms. Yeletha Larkin- Grade Level Chairs (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate 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. James, Ms. Francois, Ms. Wright, Ms. Washington, and Ms. Garcia 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.

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

Tier 3

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

Within Tier 3, students are taught in groups of 1–4. Instruction is provided on a daily basis (five times per week), for at least 45–60 minutes at a time, and it may extend longer than the 8–15 weeks designated for Tier 2.

Tier 3 may be provided anywhere from 60 to 120 additional minutes. Tier 3 is sometimes described as “triple dipped,” meaning that the student(s) may receive core instruction, Tier 2 support, and a third dose of instruction in Tier 3. Tier 3 intervention occurs at least four times per week, but usually daily, in groups comprising 1–3 students.

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 Florida 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, instructional 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 1, Part A

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.

Some of the Fulford Elementary’s goals include, increasing parental engagement/involvement through developing (with on-going parental input) the Title I School-Parent Compact (for each student); the school’s Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (September); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Additionally, Fulford Elementary will conduct informal parent surveys to determine specific needs of parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate the parents’ schedule. This will empower parents and build their capacity for involvement.

Fulford Elementary will 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, will be completed by parents/families annually in May. The Survey’s results will be used to assist with revising the Title I parental documents for the approaching school year.

Title I, Part C- Migrant

Fulford Elementary School provides services and support to migrant students and parents as needed. The School’s Community Involvement Specialist (Gaudin Charles) conducts a needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title III

Fulford Elementary has been awarded Title III funds for the 2017-2018 school year to support our English Language Learners (ELL). Funds are used to provide after-school tutorial services in the area of Reading.

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.
- Ms. Sherlina Washington, the Homeless Liaison, provides training to the school’s registrar 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.

As part of the registration process, the families complete the Project Upstart Questionnaire to help determine eligibility of services.

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 our school counselor. During the month of October, students participate in weekly "Say No to Drugs" activities. Students also participate in quarterly anti-bullying activities.

Nutrition Programs:

- 1) Fulford Elementary 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.

Heiken Children's Vision Program

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Jean E. Gordon	Principal
Lavern Eason	Teacher
Joanne Germain	Teacher
Yeleta Larkin	Teacher
Gaudin Charles	Education Support Employee
Erlande Michel	Education Support Employee
Frances Damus	Parent
Sheldon Anderson	Business/Community
Bernet Souffrant	Teacher
Renee Palmer	Teacher
Karen Garcia	Teacher
Cedric Gardner	Parent
Teresa Lahens	Parent
Patrihana Chery	Student
Ivette Franco	Parent
Shavenely Dorsett	Teacher
Breahna Harrell	Student
Narges Salari	Parent
Tara Davis	Parent
Regina McKinnie	Parent
Nicole Patterson	Business/Community
Lizette Algazi	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-2017 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 2017-2018 School Improvement Plan. Data was reviewed to begin the identification process of the areas in need of improvement.

b. 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.

c. 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.

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

A budget of \$1,000 was allocated from the School Advisory Council to purchase certificates, medals, and other student incentives to improve student achievement and attendance. In addition, funds in the amount of \$1325 were distributed amongst the grade levels to support student achievement such as field trips, headphones and classroom libraries.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gordon, Jean	Principal
Palmer, Rene	Teacher, K-12
Washington, Sherlina	School Counselor
Salazar, Jessica	Teacher, K-12
Garcia, Karen	Instructional Coach
Wright , Jasmine	Teacher, K-12
James, LaToya	Assistant Principal
Nelson , Martha	Teacher, PreK
Eason, Lavern	Teacher, K-12
McGill, Latefah	Teacher, K-12
Souffrant, Bernet	Teacher, K-12
Larkin, Yeletha	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 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 Standards.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 the school 's 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 a teacher becomes 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.

2. 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. In addition, based on our School's 2017-2018 Final Professional Development Blueprint, professional development will take place during monthly faculty meetings. The continuous utilization of the Instructional Performance Evaluation and Growth System (IPEGS), Deliberate Practice Growth Target (DPGT's) 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.

3. 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 teachers: Ms. J. Eason, Ms. Dao, Ms. A. Garcia, Ms. Francois, Ms. Studnik, Ms. Alfaro, Ms. Elam, Ms. Holmes, Ms. Marchetti, and Ms. Lopez.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 to implement into their classroom instruction and encouraging 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 Standards.

b. Instructional Strategies

1. 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 academic needs of the students. To address the deficiencies outlined by the data, teachers implement differentiated instruction that provides the specific skills for individual students that can bridge the gap of learning that may be present for students. In addition, tiered instruction in both reading and mathematics is provided to students through daily interventions. The intervention groups are flexible and specific.

2. 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: 3,780

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

In order to ensure success of the after school programs, direct alignment of daily instruction as well as targeting the individual needs of a student is necessary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garcia, Karen, garciak672@gmail.com

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. During teacher/administrative data chats, teachers reflect on student performance and the academic and instructional strategies provided to students. The daily instructional flow is adjusted as needed. Students who continuously do not make progress are discussed at the MTSS/RtI Team and are placed at the appropriate tier for interventions.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

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 which focus on specific standards and fine or gross motor skills. The teacher performs, every three months, a standards assessment from the Scholastic's Big Day, which indicates the students' 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. Towards the end of the academic year, students are provided with multiple opportunities to visit kindergarten classrooms and take part in small group lessons. This provides students with a smooth transition into 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 collaborates with Pre-Kindergarten programs throughout the community to ensure stakeholders are well-informed of the services provided at Fulford Elementary School.

To assist with 5th graders transitioning to middle school, students participate in academic and social activities at our feeder middle school. Additionally, middle school counselors come to Fulford to talk about course selections and the programs offered at the middle school .

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G097126

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Reading - African American	70.0
AMO Reading - Hispanic	77.0
AMO Reading - SWD	53.0
AMO Reading - ED	72.0
AMO Math - All Students	75.0
AMO Math - Hispanic	77.0
AMO Math - SWD	56.0
AMO Math - ED	75.0

Targeted Barriers to Achieving the Goal 3

- Limited understanding of the complexity of the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 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 WonderWorks, Interventions, Tutorials, art supplies, graphic organizers, tutoring, collaborative planning time, Accelerated Reader, Imagine Learning, Reflex Math, Go Math series, Test 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.

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 Gordon

Schedule

Monthly, from 9/6/2017 to 5/30/2018

Evidence of Completion

Data chat schedules and protocols, progress monitoring charts, assessment data, and lesson plans

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

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased in all content areas, then student achievement will improve. 1

 G097126

G1.B1 Limited understanding of the complexity of the Florida Standards. 2

 B261267

G1.B1.S1 Limited understanding of the task demands required for the Florida Standards. 4

 S276597

Strategy Rationale

This strategy will increase teachers' knowledge in the proper alignment of resources that leads to effective lesson planning which meets the needs of individual students.

Action Step 1 5

Job-embedded professional development opportunities will take place throughout the school year to address the complexity of the Florida Standards.

Person Responsible

Jean Gordon

Schedule

Monthly, from 8/17/2017 to 5/29/2018

Evidence of Completion

Agendas, sign-in sheets, lesson plans, student work folders

Action Step 2 5

Plan for the complexity of the Florida Standards during collaborative planning, utilizing ELA Planning Cards and Item Test Specifications.

Person Responsible

Jean Gordon

Schedule

Monthly, from 8/17/2017 to 5/29/2018

Evidence of Completion

Agendas, Sign-in sheets, evidence of implementation during classroom walk-throughs and lesson plans

Action Step 3 5

Conduct coaching cycles targeting the complexity of the Florida Standards.

Person Responsible

Karen Garcia

Schedule

Weekly, from 8/17/2017 to 5/21/2018

Evidence of Completion

Reading Coach Log, Lesson Plans

Action Step 4 5

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

Person Responsible

Jean Gordon

Schedule

Biweekly, from 8/17/2017 to 5/29/2018

Evidence of Completion

Student Data Trackers, lesson plans, data chats

Action Step 5 5

Monitor the implementation of the Florida Standards, higher-order questioning, collaborative structures, essential labs and Gradual Release Model in all content areas.

Person Responsible

Jean Gordon

Schedule

Weekly, from 8/17/2017 to 5/29/2018

Evidence of Completion

Lesson plans, classroom walk-throughs, student work folders

Action Step 6 5

Conduct focused classroom walk-throughs to ensure implementation of instructional frameworks and implementation of high-yield strategies during Instructional Delivery.

Person Responsible

Jean Gordon

Schedule

Weekly, from 8/17/2017 to 5/29/2018

Evidence of Completion

Classroom Walk-through Logs, Observations and Coaches Log

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

During collaborative planning, grade level teams will meet to create rigorous lessons with the focus on the complexity of the Florida Standards and higher order thinking skills for all core subjects.

Person Responsible

Jean Gordon

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Agendas, Sign-in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review and analyze data of School-Wide and District assessments to monitor student progress towards the goal.

Person Responsible

Jean Gordon

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Data chats, i-Ready progress monitoring, District and School-Wide Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

i-Ready data, Weekly and Topic Assessment Data, Science Mid-Year Data, District Writing Assessments

Person Responsible

Jean Gordon











Schedule

Weekly, from 9/6/2017 to 5/30/2018

Evidence of Completion

i-Ready progress monitoring reports, District and School-Wide Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
 G1.B1.S1.A3 A372838	Conduct coaching cycles targeting the complexity of the Florida Standards.	Garcia, Karen	8/17/2017	Reading Coach Log, Lesson Plans	5/21/2018 weekly
 G1.B1.S1.MA1 M400945	During collaborative planning, grade level teams will meet to create rigorous lessons with the...	Gordon, Jean	8/22/2017	Agendas, Sign-in sheets, lesson plans	5/29/2018 weekly
 G1.B1.S1.MA2 M400946	Review and analyze data of School-Wide and District assessments to monitor student progress towards...	Gordon, Jean	8/22/2017	Data chats, i-Ready progress monitoring, District and School-Wide Assessments	5/29/2018 weekly
 G1.B1.S1.A1 A372836	Job-embedded professional development opportunities will take place throughout the school year to...	Gordon, Jean	8/17/2017	Agendas, sign-in sheets, lesson plans, student work folders	5/29/2018 monthly
 G1.B1.S1.A2 A372837	Plan for the complexity of the Florida Standards during collaborative planning, utilizing ELA...	Gordon, Jean	8/17/2017	Agendas, Sign-in sheets, evidence of implementation during classroom walk-throughs and lesson plans	5/29/2018 monthly
 G1.B1.S1.A4 A372839	Review and analyze data to monitor student progress and make instructional adjustments as needed.	Gordon, Jean	8/17/2017	Student Data Trackers, lesson plans, data chats	5/29/2018 biweekly
 G1.B1.S1.A5 A372840	Monitor the implementation of the Florida Standards, higher-order questioning, collaborative...	Gordon, Jean	8/17/2017	Lesson plans, classroom walk-throughs, student work folders	5/29/2018 weekly
 G1.B1.S1.A6 A372841	Conduct focused classroom walk-throughs to ensure implementation of instructional frameworks and...	Gordon, Jean	8/17/2017	Classroom Walk-through Logs, Observations and Coaches Log	5/29/2018 weekly
 G1.MA1 M400947	School-based assessments, District and State-wide Assessment data will be utilized in order to...	Gordon, Jean	9/6/2017	Data chat schedules and protocols, progress monitoring charts, assessment data, and lesson plans	5/30/2018 monthly
 G1.B1.S1.MA1 M400944	i-Ready data, Weekly and Topic Assessment Data, Science Mid-Year Data, District Writing Assessments	Gordon, Jean	9/6/2017	i-Ready progress monitoring reports, District and School-Wide Assessments	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Limited understanding of the complexity of the Florida Standards.

G1.B1.S1 Limited understanding of the task demands required for the Florida Standards.

PD Opportunity 1

Job-embedded professional development opportunities will take place throughout the school year to address the complexity of the Florida Standards.

Facilitator

Karen Garcia

Participants

Teachers in K-5

Schedule

Monthly, from 8/17/2017 to 5/29/2018

PD Opportunity 2

Plan for the complexity of the Florida Standards during collaborative planning, utilizing ELA Planning Cards and Item Test Specifications.

Facilitator

District PD's

Participants

Teachers in K-5

Schedule

Monthly, from 8/17/2017 to 5/29/2018

PD Opportunity 3

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

Facilitator

Karen Garcia/ LaToya James

Participants

Teachers in K-5

Schedule

Biweekly, from 8/17/2017 to 5/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Job-embedded professional development opportunities will take place throughout the school year to address the complexity of the Florida Standards.	\$0.00
2	G1.B1.S1.A2	Plan for the complexity of the Florida Standards during collaborative planning, utilizing ELA Planning Cards and Item Test Specifications.	\$0.00
3	G1.B1.S1.A3	Conduct coaching cycles targeting the complexity of the Florida Standards.	\$0.00
4	G1.B1.S1.A4	Review and analyze data to monitor student progress and make instructional adjustments as needed.	\$0.00
5	G1.B1.S1.A5	Monitor the implementation of the Florida Standards, higher-order questioning, collaborative structures, essential labs and Gradual Release Model in all content areas.	\$0.00
6	G1.B1.S1.A6	Conduct focused classroom walk-throughs to ensure implementation of instructional frameworks and implementation of high-yield strategies during Instructional Delivery.	\$0.00
Total:			\$0.00