

Miami-Dade County Public Schools

Fulford Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Fulford Elementary School

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

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

Demographics

Principal: Maria Rodriguez T

Start Date for this Principal: 7/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: A (64%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Case, Judith	Instructional Coach	Duties and responsibilities of the Reading/Literacy Coach responsible for the daily modelling of expected instruction for teachers, supporting teachers through coaching cycles, providing professional development for teachers/staff in literacy and providing small group instruction to students needing remediation in reading. Additionally, gathering, disaggregating data, conducting data chats and planning weekly to ensure fidelity of the literacy program for all students.
Francois, Jamala	Teacher, K-12	Duties and responsibilities include planning for and instructing her student's skills in all curricular areas. Gathering data and analyzing the impact of her instruction. Participating in professional development to master teaching, sharing best ideas with her colleagues and administration and serving as a teacher leader.
Kelly, Janet	Instructional Coach	Duties and responsibilities of the Mathematics Coach include the daily modelling of expected instruction for teachers, supporting teachers through coaching cycles, providing professional development for teachers/staff in mathematics and providing small group instruction to students needing remediation in math. Additionally, gathering, disaggregating data, conducting data chats and planning weekly to ensure fidelity of the mathematics program for all students.
Agenor, Cherly	Assistant Principal	The assistant principal coordinates with the principal to ensure the vision and mission of the school is carried out. The assistant principal assists to maintain a safe school environment. The assistant principal also collaborates with all stakeholders to ensure success of students. Additional duties include behavior/discipline, testing, curriculum, SPED, and gifted.
Palmer, Rene	Teacher, K-12	Duties and responsibilities include planning for and instructing her student's skills in all curricular areas. Gathering data and analyzing the impact of her instruction. Participating in professional development to master teaching, sharing best ideas with her colleagues and administration and serving as a teacher leader.
Rodriguez, Maria	Principal	As principal, I will oversee the daily activities and operations within a school. My main duties include providing vision and leadership to staff members, correcting/redirecting or advising students, monitoring Teachers' curriculums and practices, and ensuring the school environment is safe for all students and staff members.

Demographic Information

Principal start date

Wednesday 7/20/2022, Maria Rodriguez T

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

449

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	50	82	80	81	53	69	0	0	0	0	0	0	0	415	
Attendance below 90 percent	0	13	10	11	2	9	0	0	0	0	0	0	0	45	
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Course failure in ELA	0	2	5	8	6	4	0	0	0	0	0	0	0	25	
Course failure in Math	0	2	2	9	5	2	0	0	0	0	0	0	0	20	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	10	27	0	0	0	0	0	0	0	56	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	12	32	0	0	0	0	0	0	0	59	
Number of students with a substantial reading deficiency	0	2	6	34	17	26	0	0	0	0	0	0	0	85	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	15	6	19	0	0	0	0	0	0	0	43

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	1	20	0	0	1	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 8/31/2022

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	
Number of students enrolled	45	68	61	79	63	99	0	0	0	0	0	0	0	415
Attendance below 90 percent	9	10	8	21	9	17	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	14	3	8	0	0	0	0	0	0	0	27
Course failure in Math	0	0	2	9	7	17	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	4	14	31	53	27	45	0	0	0	0	0	0	0	174

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	15	6	19	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	1	0	10	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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	
Number of students enrolled	45	68	61	79	63	99	0	0	0	0	0	0	0	415
Attendance below 90 percent	9	10	8	21	9	17	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	14	3	8	0	0	0	0	0	0	0	27
Course failure in Math	0	0	2	9	7	17	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	4	14	31	53	27	45	0	0	0	0	0	0	0	174

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	0	15	6	19	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	1	0	10	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	62%	56%				54%	62%	57%
ELA Learning Gains	54%						61%	62%	58%
ELA Lowest 25th Percentile	49%						71%	58%	53%
Math Achievement	37%	58%	50%				70%	69%	63%
Math Learning Gains	51%						71%	66%	62%
Math Lowest 25th Percentile	53%						64%	55%	51%
Science Achievement	27%	64%	59%				54%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	60%	-12%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	50%	64%	-14%	58%	-8%
Cohort Comparison		-48%				
05	2022					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	67%	1%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	70%	69%	1%	64%	6%
Cohort Comparison		-68%				
05	2022					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	10	31		11	38						
ELL	26	36	25	30	41	32	14				
BLK	38	55	55	39	55	64	26				
HSP	24	51	41	24	38	36	22				
FRL	34	55	50	36	50	53	24				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21			36							
ELL	36	31		41	34		40				
BLK	33	29	50	37	19	21	35				
HSP	43	46		50	38		45				
FRL	35	33	53	39	22	25	34				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	60		47	50						
ELL	59	65	60	72	77	70	61				
BLK	51	60	73	69	70	66	47				
HSP	59	63	60	69	68	62	65				
FRL	53	61	72	69	71	62	53				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our ELL subpopulation scored 32% proficient in reading on the 2021-2022 FSA ELA Assessment. This same subgroup scored 36% on the same assessment in the 2020-2021 school year. This indicates a 4 percentage point decrease. In addition, proficiency on the ELA FSA was 35% in 2021-2022, while it was 37% on this assessment in the 2020-2021 school year. This shows a 2 percentage point decrease. Our proficiency levels on the 2021-2022 FSA Math were 37%, while it was 41% on this same assessment in the 2020-2021 school year 37%, which was a 4% decrease.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our proficiency levels at Fulford in ELA, Math and Science are all areas of concern for us. Our greatest need for improvement based on our 2021-2022 results indicate that Science needs the most improvements with only 25% of our students scoring proficient. Our 4th grade is also a great area of concern as their proficiency levels were 31% for Reading and it is our smallest grade level with only 51 students currently registered.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

At Fulford, the lack of student engagement and hands-on/ manipulative activities has negatively impacted student proficiency in Reading, Math and Science. Also, limited collaborative conversations and interactive/cooperative learning has limited the growth of our students in understanding and mastering content materials and demonstrating application of skills and proficiency. The new actions that will be taken to address the need for improvement at Fulford will be meeting with teachers during collaborative planning to review student engagement activities with hands-on manipulatives, and support teachers in the classrooms with coaching cycles and progress monitoring to raise our proficiency levels.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our learning gains in both ELA and Mathematics demonstrated the most improvement on the 2022 state assessments. 54% of our students demonstrated a year's worth of growth on the 2021-2022 ELA Assessment, improving by 19 percentage points, while 51% of our students made learning gains on the 2021-2022 Math Assessment. This is an increase of 18 percentage points from the 2020-2021 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor to this improvement was the utilization of consistent Differentiated Instruction in both subject areas. The new actions that we will make at Fulford are to identify and utilize targeted resources specifically with the tier 2 students on the verge of gaining or maintaining proficiency.

What strategies will need to be implemented in order to accelerate learning?

Student engagement needs to be intentionally planned for and implemented in the classrooms with fidelity. Hands-on experimentation and manipulative activities to master lessons must be implemented with fidelity in each classroom. Progress monitoring and ongoing data chats will be implemented with fidelity.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST and Leadership Team will identify professional development based on teacher surveys and student data on the B.E.S.T. standards in Reading and Math, Science curriculum and the online resources available as well as the implementation of essential labs and Differentiated Instruction. PD for engagement strategies will also be embedded into collaborative planning sessions with our academic coaches.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Academic coaches will monitor and model effective implementation of the B.E.S.T. standards and the new reading and math series. Administration will conduct focused walk-throughs of engagement strategies and provide timely feedback to improve instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 FSA ELA proficiency data, 35% of the third-fifth grade students are proficient in Reading and 37% of the third-fifth grade students are proficient on the Math FSA, as compared to the 2020-2021 FSA ELA where 37% of the third-fifth grade students were proficient in Reading and 41% of third-fifth grade students were proficient on the Math FSA. Based on the data, instruction aligned to the B.E.S.T. standards is necessary to increase the number of students in reaching proficiency in both Reading and Math.

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

With the implementation of instruction aligned to the B.E.S.T. standards, Reading and Math proficiency will increase by 5 percentage points resulting in our ELA F.A.S.T. proficiency level being at 40% and our Math F.A.S.T. Proficiency resulting in 42%.

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

The administration and instructional coaches will monitor the implementation of instruction aligned to the B.E.S.T. standards through daily administrative walk-throughs, collaborative planning, data chats and reviewing end products.

Person responsible for monitoring outcome:

Maria Rodriguez (pr2081@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based instruction ensures better accountability; holding teachers and schools responsible for student achievement. The evidence-based strategy being implemented for this Area of Focus is Student Engagement. The practice of engaging students will also helps ensure that a higher level of learning is attained, guides teachers in the process of assessments and helps keep them on track to increase proficiency in Reading and Math.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research supports the fact that when students are engaged they are motivated and learning happens more easily. In order to meet the rigorous expectations as measured by the BEST standards they have to be actively engaged in their learning. The School Leadership Team thoughtfully reviewed several evidence-based strategies at our District's Synergy Professional Development.

Action Steps to Implement

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

8/31/22-9/24/22 Training for all instructional staff on B.E.S.T. standards in Reading and Math.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

8/31/22-10/11/22 Incorporate the vertical progression and pacing guides created by the reading and language arts department during collaborative planning to correctly instruct using the B.E.S.T. standards.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

9/1/22-9/30/22 Conduct teacher and student data chats to set growth goals and identify the minimum number of proficient students necessary in each class.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

9/30/22-10/11/22 Begin weekly grade level collaborative planning with instructional staff, coaches and administration with current assessment data to ensure proficiency levels and growth goals are met.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

10/24/22 -11/10/22 Continue to conduct data chats with teachers, students to create DI groups.

Person Responsible Judith Case (297339@dadeschools.net)

10/24/22-12/16/22 Plan and implement DI instruction in all classrooms for reading and math.

Person Responsible Janet Kelly (192329@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Staff attendance**Area of Focus
Description and****Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021-2022 School Climate Teacher Attendance (School), 48% of teachers were absent more than 10.5 days. When compared to the 2020-2021 School Climate Survey Teacher Attendance (School) was 18%. This indicates an increase of 30 percentage points. This data shows that our teachers do not feel motivated to come to school. Our area of focus is staff attendance.

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

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to attend school daily. Student mentoring through the Falcon Mentoring Program will be implemented to target consistent truancy and connect with them bi-weekly to encourage improved attendance. Parent contact will be made to reinforce improved attendance and/or discuss solutions to the attendance challenges. The School Leadership team will monitor staff attendance weekly and address staff attendance issues in a timely manner. If we successfully implement the Rain or Shine Attendance student and staff Initiative, our attendance will improve by at least 10 percentage points for both students and staff by June 2023.

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

Monitoring of student and staff attendance will take place through daily announcements, weekly recognitions and monthly incentives for perfect attendance (Rain or Shine Initiative) by the School Leadership Team. Both students and staff members will also be acknowledged for outstanding or improved attendance.

Person responsible for monitoring outcome:

Maria Rodriguez (pr2081@dadeschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being**

The evidence-based strategy of the Rain or Sine Attendance Initiative will be targeted as well as celebrating successes. Attendance initiatives will assist in staff decreasing the absences and increase participation in school and in classes.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

Attendance initiatives and celebrating successes will assist in decreasing the number of student and staff absences. The initiatives will provide the Leadership Team with a procedural approach to identifying attendance issues, remediate these attendance concerns and reward improvements in staff and student attendance

Action Steps to Implement

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

8/31/22-10/11/22: Monitor the daily attendance bulletin for staff to identify patterns or excessive absences/tardiness.

Person Responsible Sherlina Washington (swashington@dadeschools.net)

8/31/22-10/11/22: Make announcements of classes with 100% attendance daily.

Person Responsible Sherlina Washington (swashington@dadeschools.net)

8/31/22-10/11/22: Monitor staff attendance daily and recognize staff who have 100% for the month via announcements and faculty meeting recognition.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

Celebrate improvements in staff and class attendance and perfect attendance during morning announcements, EESAC meetings, Faculty meetings and social media tweets.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

Create a bulletin board to display perfect attendance for the staff monthly.

Person Responsible Jessica Salazar (231073@dadeschools.net)

Launch the "Rain or Shine" club which awards teachers with perfect attendance monthly.

Person Responsible Cherly Agenor (agenor@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the data from the 2021-2022 School Climate survey, SIP survey and review of the Core Leadership Competencies, 13% of teachers in the building stated, "Strongly agree," to the questions, How often do you track student data or student work products to adjust instruction. The 2020-2021 results of the same assessment showed that 14% of teachers strongly agreed with the same question. Although this indicated a slight decrease of 1 percentage point, it indicates a very low number of teachers who strongly agree with it.. Transformational Leadership enhances commitment, involvement, loyalty, and performance of team members. Our school wishes to inspire and energize our teachers to embrace their role in overcoming challenges. We will empower our teacher leaders and assist them in building capacity in other teachers.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we focus on Leadership Development, our teachers will have increased opportunities to participate and head PD opportunities within our school. This will be evident through collaborative planning sessions, grade-level meetings, coaching cycles, and mentoring of teachers. If we put our action steps into place, we expect to see a 5 percentage point increase on the 2022-2023 School Climate survey on this same question.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Teacher leaders will meet with staff members to collaborate and identify their needs to assist them in conducting data chats to identify the number of proficient students, as well as identify a growth goal. The Leadership Team will monitor the progress of the teacher leaders and our bi-weekly/topic assessments. As a result, teachers will feel more supported and more comfortable with making adjustments to instruction in order to meet our school's goals. We will see at least a 5% increase on the 2022-2023 School Climate Survey.</p>
Person responsible for monitoring outcome:	<p>Maria Rodriguez (pr2081@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Shared Leadership. We will involve staff in making important schoolwide decisions, as well as make adjustments to daily instruction, using data. Teacher leaders/ staff will participate in at least 1 school-wide committee and actively contribute ideas in faculty meetings where school-wide decisions are made.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

Involving staff in important decision making will assist us in identifying the strengths of teachers and building capacity of teachers which will assist them in being more actively engaged in the school-wide decision making process of the school, increasing transformational leadership.

Action Steps to Implement

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

8/31/22-10/11/22 Administration will create leadership opportunities such as leading professional development, working collaboratively to improve school-wide instruction, and sharing of best practices along with data sessions with staff, students and stakeholders.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

9/1/22-9/30/22 Create a schedule of activities for the teacher leaders to be empowered to take the lead on.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

9/30/22-10/1/22 Provide teachers with the opportunity to visit their colleagues classrooms and conduct peer-to-peer observations for implementation of best practices.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

9/30/22-10/11/22: Teacher leaders debrief and provide feedback of what was observed and create a list of best practices based on the observation.

Person Responsible Judith Case (297339@dadeschools.net)

10/31/22 -11/18/22 Learning walks for selected staff to visit neighboring schools.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

11/18/22-12/23/22 Following the learning walks a selected strategy will be shared and implemented.

Person Responsible Judith Case (297339@dadeschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 FSA ELA proficiency data, SWD, ELL and FRL subgroups scored below the 41% Federal Index. According to the 2021-2022 FSA ELA, 10% of SWD in grades 3-5 were proficient in Reading as compared to the 2020-2021 FSA ELA where 21% of the students were proficient in Reading. When comparing the 2021-2022 FSA ELA, 14% of ELL students in grades 3-5 were proficient in Reading as compared to the 2020-2021 FSA ELA where 18% of the students in grades 3-5 were proficient in Reading. When comparing the 2021-2022 FSA ELA, 34% of FRL students in grades 3-5 were proficient in Reading as compared to the 2020-2021 FSA ELA where 35% of the students in grades 3-5 were proficient in Reading. Based on the data, student engagement is necessary to prepare our SWD, ELL and FRL students in reaching proficiency in Reading.

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

With the implementation of student engagement strategies in all elementary classrooms, a minimal average of 20% of the SWD students, 31% of ELL, and 39% of FRL students will demonstrate proficiency in reading, as measured by the PM3 of the FAST Assessment in May/June of 2023. This will indicate a 5 percentage point increase in the number of proficient students in each subgroup.

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

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

Person responsible for monitoring outcome:

Cherly Agenor (agenor@dadeschools.net)

Evidence-**based****Strategy:****Describe the evidence-based strategy being**

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

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

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

Action Steps to Implement

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

8/31/22-9/17/22 The instructional staff and leadership team will identify a list of specific strategies which will be utilized in the classrooms in order to develop active engagement among all students.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

9/1/22-9/30/22 Administration will conduct daily walk-throughs to monitor implementation of student engagement strategies.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

8/31/22-10/11/22 Classroom teachers and instructional coaches, will model and provide guided practice of various types of engagement strategies.

Person Responsible Judith Case (297339@dadeschools.net)

8/31/22-10/11/22 Ongoing progress monitoring to adjust or make necessary changes to instruction and embed engagement strategies.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

8/31/22-10/11/22 Collect qualitative and quantitative data from all stakeholders which evaluates the level of student engagement and level of student achievement.

Person Responsible Maria Rodriguez (pr2081@dadeschools.net)

11/2/22-12/23/22 Students will attend a variety of field trips.

Person Responsible Janet Kelly (192329@dadeschools.net)

11/2/22- 12/23/22 Grade level appropriate project-based opportunities implemented in the classroom.

Person Responsible Judith Case (297339@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2022 SAT data, 71% of Kindergarten students are proficient in reading, 40% of the first grade students are proficient in reading, and 54% of the second grade students scored stanines 5-9, demonstrating average to above-average proficiency scores in reading. Based on the data, it is evident that we need to improve our proficiency in reading in all grade levels. Whole Group Instruction is a research-based proven strategy that improves each student's skill acquisition and proficiency in Reading. Whole Group Instruction will be implemented with fidelity and a focus on specific instruction of deficient reading skills by student. Whole Group Instruction implementation with fidelity will be evident in all Reading classrooms.

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

According to the 2022 FSA proficiency data, 31% of the third grade students are proficient in reading, 36% of the fourth grade students are proficient in reading, and 32% of the fifth grade students are proficient in reading. Based on the data, it is evident that we need to improve our proficiency in reading in all grade levels. Whole Group Instruction is a research-based proven strategy that improves skill acquisition and proficiency in reading. Whole Group Instruction will be implemented with fidelity and specific instruction of deficient reading skills based on student need. Evidence of Whole Group Instruction implementation with fidelity will be evident in all reading classrooms.

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully implement Whole Group Instruction in grades K-2, Reading proficiency will increase by 5 percentage points resulting in our ELA FAST proficiency levels being at 72% proficiency in Kindergarten, 45% proficiency in first grade and 59% proficiency in second grade in Reading.

Grades 3-5: Measureable Outcome(s)

If we successfully implement Whole Group Instruction in grades 3-5, Reading proficiency will increase by 5 percentage points resulting in our ELA FAST proficiency levels being at 36% proficiency in third grade students, 41% proficiency in fourth grade and 37% proficiency in fifth grade in Reading administered in May/June 2023.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration and Instructional Coaches will conduct daily walk-throughs in all classrooms to monitor the fidelity of Differentiated Instruction groups and the rigor of instruction delivered. Feedback will be provided to teachers as well as support (Coaching cycles and modelling implementation) as needed throughout the school year. Focused data chats will also be incorporated to improve practices. Whole Group Instruction implemented with fidelity and focus will improve reading proficiency levels which will improve overall SAT and FAST scores by an average of at least 10 percentage points.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rodriguez, Maria, mrodriguez19@dadeschools.net

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Whole Group Instruction that incorporates engagement strategies follows our B.E.S.T. standards.

Rationale for Evidence-based Practices/Programs:

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

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

Data-Driven instruction will ensure that teachers are analyzing data after topic and unit assessments. Teachers will use this information to plan lessons for differentiated instruction that will meet the needs of the learners. Implementation of Whole Group Instruction and feedback related to delivery of Whole Group Instruction will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/31/22-10/11/22 The instructional staff and leadership team will identify a list of specific strategies in Whole Group Instruction which will be utilized in the classrooms in order to develop active engagement among all students.	Rodriguez, Maria, mrodriguez19@dadeschools.net
9/1/22-9/30/22 The administration will conduct daily walk-thrus to monitor implementation of student engagement strategies during Whole Group Instruction.	Rodriguez, Maria, pr2081@dadeschools.net
8/31/22-10/11/22 Classroom teachers and instructional coaches, will model and provide guided practice of student engagement strategies during Whole Group Instruction.	Rodriguez, Maria, pr2081@dadeschools.net
8/31/22-10/11/22 Ongoing progress monitoring and data analysis to adjust or make necessary changes to engagement strategies during Whole Group Instruction.	Rodriguez, Maria, pr2081@dadeschools.net
10/31/22-12/16/22 Review IReady Data to create a plan for each sub-group (k-2) & (3-5).	Rodriguez, Maria, mrodriguez19@dadeschools.net
10/31/22-12/16/22 Implement the plan for each subgroup (K-2) & (3-5)	Rodriguez, Maria, mrodriguez19@dadeschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

At Fulford Elementary School, we focus on Empowering Teachers and Staff by providing support to teachers and building capacity to create teacher leaders. We also focus on building strong and independent students who can lead and be productive and positive.

For students, we implement the "Fulford Rising Stars" Mentoring Program where teachers and staff members select a student as their mentee for the school year. We also participate in the monthly Jennifer Beth Turken Kindness Awards, Dr. Gallon's District 1 Student-of-the-Month Awards, Values Matters Student-of-the-Month, just to name a few. We also make announcements and celebrate student academic and social accomplishments.

Staff are provided opportunities to take part in team building activities such as Falcon Fellowship to come together to celebrate success and build staff morale in a fun and engaging manner. Social events and

highlighting accomplishments such as "Rain or Shine" Attendance Awards, Values Matter, announcements shout outs and social media posts recognizing successes are completed on a regular basis.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The administrative team promotes a positive school culture and environment by welcoming students, staff, and guests on a daily basis to the campus. Additionally, they recognize accomplishments via morning announcements, certificates and incentives for students and staff as well as Honor Roll Ceremonies, JBT Kindness Celebrations and Green Parties.

School staff promotes a positive school culture by welcoming students and guests to the building. A clean, safe learning environment is provided through the cooperation of non-instructional staff and instructional staff. Staff work together and collaborate to praise students for "Doing the Right Thing" and demonstrating kindness as well as their academic successes.

Instructional staff provides incentives for student learning, attendance, and behavior. They celebrate their students for successes evident in and out of class by calling parents, issuing certificates, and social media notifications.

Students make every effort to be recognized for their attendance, academic success, and character development by pursuing acknowledgement via Student of-the-Month, Values Matter, Jennifer Beth Turken (JBT) Kindness Awards, Green Parties and proficiency celebrations.

Parents promote a positive school culture by participating in PTA, EESAC, and school-based events as well as positively promoting the school to the community through social media and word-of-mouth.

Community Partners promote a positive school culture by participating in EESAC and PTA monthly meetings and by providing incentives for students and/or staff recognitions and accomplishments.

Our School Board Member promotes a positive school culture by providing recognition to students for Student-of-the-Month and Student-of-the-Year. Furthermore our School Board Member advocates for the needs of the students, school and families.